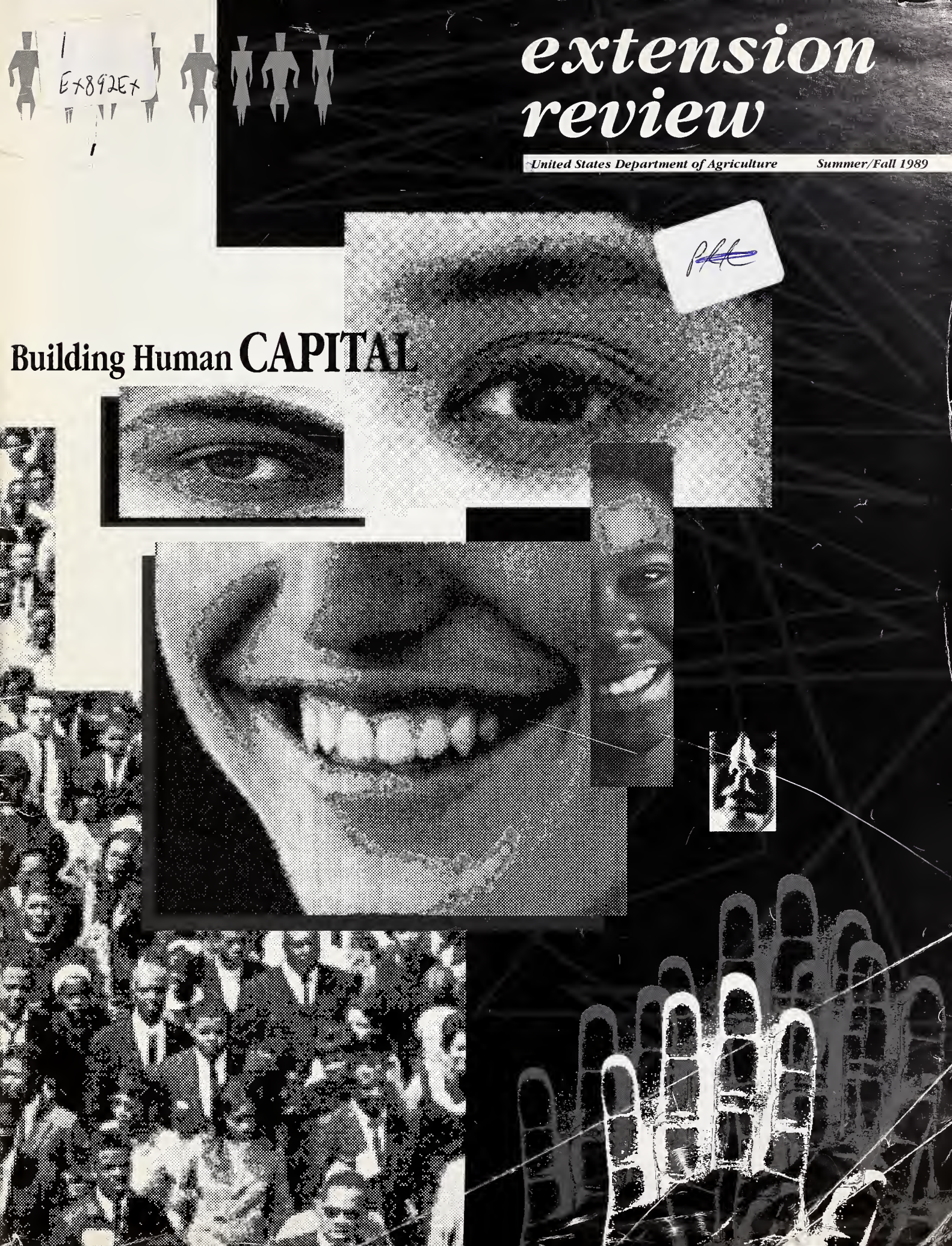


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extension review

United States Department of Agriculture

Summer/Fall 1989

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Building Human CAPITAL

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Educating People For Positive Living

2 Extension Review

Our Nation's economic productivity, international competitiveness, quality of life, and democratic form of government ultimately rest on the capabilities of its people. In today's highly complex, technological society, many people are facing barriers to achieving their full potential. To assure American competitive preeminence, society must invest in the education necessary to build human and intellectual capital.

Building human capital means increasing the ability of people to reach their full potential through involvement in families, organizations, communities, and the workplace. Investments in human capital provide people with the skills, ability, and understanding to function effectively in a complex, changing society.

Almost every American dreams of owning a house, cars, possibly a boat and maybe even a computer. But unless we are in a certain income bracket many of us will never realize this average American dream. There's another set of Americans that without some human empowerment will never rise above the poverty level.

For them, the thought of being born rich is out of the question, and only a few of them possess a unique talent that society demands. One solution for breaking the negative barriers existing in their lives is for Extension to do what it does best—educate people for positive living. This can be accomplished by building human capital that will enable people to reach their full potential and their own "American dream."

As we focus on the current trends, the declining participation of minorities, particularly Blacks and Hispanics, in higher education becomes even more disconcerting as we look at the future population of the United States. Demographic changes because of immigration trends and birth rates, promise an increasing proportion of minorities in society. Approximately 35 percent of the population of the United States will be nonwhite by the year 2020. The time is ripe to lay the foundation for a stronger and more effective human capital and youth focus.

Our Nation's future rests on the development of its human resources, particularly our youth. We cannot afford the luxury of ignoring the most basic philosophy of our land-grant mission, which is to assure an effective nationwide Cooperative Extension System that is responsive to priority needs and the Federal interests and policies with quality information, education, and problemsolving programs. The challenge belongs to us all!

The Extension Service National Initiative Team on Building Human Capital (BHC) is promoting educational programs that will address issues enabling people to reach their full potential. During the past year, BHC team members have worked with land-grant universities to develop curricula, pilot projects, and workshops. They have formed linkages and networks with other Federal agencies and private organizations.

The following list is to help you identify BHC's issue programs and their team contact(s):

Facilitating Career Preparation And Transition

- *Agricultural Sciences Career Institute:*
Richard Reynnells
- *Family Counseling Clinic:*
Jeanne Priester
Richard Reynnells
- *Science And Technology Symposium*
4-H Aerospace Design Team:
Allan Smith

Developing Leaders

- *Family Community Leadership:*
Jeanne Priester
- *Organized Groups—Advisory Councils:*
Jeanne Priester
- *Youth As Advocates For Youth:*
Stephen Mullen

Renewing Volunteerism

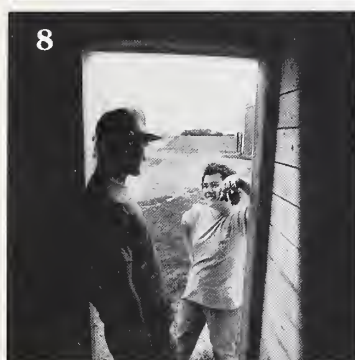
- *Master Volunteer Programs:*
Stephen Mullen
Jeanne Priester
- *Volunteer Training (Middle Management):*
Stephen Mullen
Jeanne Priester

Preparing Youth For Responsibility

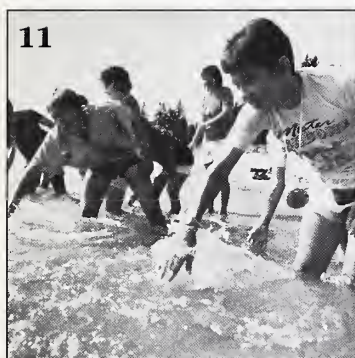
- *Making The Grade—A National Report*
Card On Youth:
Alma Hobbs
Donald L. Nelson

This issue of Extension Review reflects state programs on Building Human Capital that educate people for positive living.

Alma Hobbs, Chair
V. Milton Boyce, Advisor
BHC National Initiative Team A



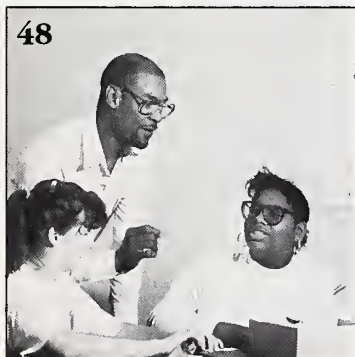
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Child Abuse— Unlocking Closed Doors

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Opposite and this page: Norma Coddling is one of a network of trained volunteers in an ongoing Home Visitation program in six counties in Oklahoma. The volunteers are providing in-home services to teenage parents, who are a group at high risk of becoming child abusers.



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On a hot summer night in 1988, Oklahoma City police responded to reports of screams coming from an apartment. They found a 2-year-old and a 3-year-old, half-

starved and hysterical. Their teenage father had abandoned his family, and their young mother was out on a date. Fortunately, these young victims of child abuse were found unharmed only minutes after accidentally starting a fire.

Similar stories appear in the news almost daily. Child abuse, often hidden behind closed doors, is devastating thousands of families and causing irreversible physical and psychological damage. It is a national problem of epidemic proportions.

Oklahoma's rate of increase of child abuse is significantly higher than the national average. Last year more than 30 of the state's children died from abuse and neglect.

A Coordinated Effort

The Oklahoma State University Cooperative Extension Service, the Oklahoma Extension Homemaker's Council, and the Oklahoma Department of Health have joined together to attack the child-abuse problem.

They have created a network of trained volunteers to provide supportive in-home services to teenage parents—a group at high risk of becoming child abusers. The "Home Visitation" program is being provided in six Oklahoma counties, creating a model that is being followed in other areas. The volunteers often can break down class and cultural barriers experienced by professionals.

Vulnerable Youth

Lack of experience and education makes teenage parents especially vulnerable to inappropriate behaviors. These new mothers face numerous dilemmas compounded by problems such as unemployment, low self-esteem, poor health, substandard housing, and lack of education. The problems are magnified when the young mother is raising her child alone—socially isolated from family and friends.

The existing network of professional services for young mothers is inadequate. Traditionally, child abuse and neglect services have focused on "after the fact" interventions. Home Visitation, in contrast, is a prevention program. A cost-effective method that uses volunteers to educate and encourage new parents in many aspects of infant care and safety, Home Visitation is providing young parents needed support and friendship.

Current Directions

One important goal of the Home Visitation program is to reduce stress and anxiety for young



parents. The building of trusting relationships among volunteers and young parents acts as an anxiety-reducing process. Concurrently, the teen parents' home environment will likely become a more humane place to live.

By establishing supportive relationships, Home Visitors help first-time parents learn basic child care and parenting techniques, stress management, how to access family and community resources, and how to provide a nurturing environment for their children. Specific goals of the program include:

Educating and training teenage parents—The volunteers offer information on such topics as infant nutrition, child safety in the home, and how children grow. Understanding child development stages and parent-child relationships encourages new parents to develop self-confidence and independence.

Linking with community resources—Volunteers provide new parents information about social services agencies and other local resources.

Organizing community support groups—New parents are learning how to help each other by developing a community spirit of "people helping people."

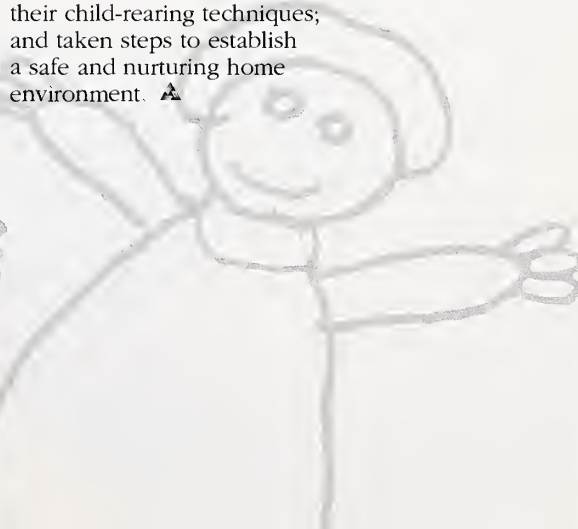
Program Effectiveness

"Young mothers are very receptive to learning to interact with their infant," a Home Visitor comments. "I see myself as a friend who offers support and needed compassion during tough times. Informal education is one of my primary objectives. Young mothers ask a lot of questions, and even though I don't know all the answers, I try to find answers for them."

"The Home Visitation program has given me confidence in myself," one teenage mother says. "Even though I still feel frustrated and my parenting isn't the greatest, I love my child more now than when she was born."

The Home Visitors report an impressive array of accomplishments, including such things as neutralizing high-risk situations and increasing families' ability to trust and to establish support systems within the community.

They say that the families have learned social skills; improved their self-esteem; learned to recognize impending crises and to deal with them effectively; learned to see their children as individuals with thoughts, feelings, and needs; begun to derive pleasure from being with their children; improved their child-rearing techniques; and taken steps to establish a safe and nurturing home environment. ▲



Food Safety— Through Service Training

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Max Gregory, Extension Food Science Specialist, North Carolina State University, leads a workshop in the "Foodservice Manager's Certification Training Program." To date, 65 of these workshops focusing on food safety and proper sanitation in food handling have certified nearly 1,500 foodservice personnel.



Max E. Gregory
*Extension Food Science Specialist,
Food Regulation And Food Safety,
North Carolina State University,
Raleigh*

Extension has always given its clientele a great deal of "one-on-one" help. But when financial resources are restricted, Extension must pinpoint more cost-effective ways to serve people's educational needs.

"Building human capital" is one way that Extension can resolve the problem, while at the same time strengthening its link with the clientele. When clientele numbers are great, as is the case in the foodservice industry, building human capital is a necessity.

The foodservice industry is the fourth largest in the United States, comprising more than a half million establishments that employ some 8 million people. Training this many people is a mammoth undertaking; however, the need is one of the most pressing in the Nation. More people are eating out and are becoming more conscious about food safety.

Education Is The Answer

During 1988, North Carolina had several outbreaks of foodborne illnesses. Several counties have had serious outbreaks of hepatitis A and Norwalk virus. Salmonella infections continue to be of public concern.

Food And Drug Administration scientists have estimated that the number of foodborne illness cases nationally could be as high as 81 million yearly, at a cost of as much as \$160 billion. Health authorities agree that education is the best answer to reducing foodborne outbreaks of illness in foodservice establishments.

Training For Managers

During the last 5 years, the North Carolina Extension specialist in food regulations and food safety has been involved in a major effort to train foodservice managers. The program is a coordinated effort utilizing state and county personnel. The North Carolina Division of Health Services serves as a regulatory monitor and the certifying agency.

Since the North Carolina Extension Service "Foodservice Manager's Certification Training Program" originated, nearly 1,500 foodservice personnel have been certified in 65 training workshops. Assuming a multiplier effect of 20, since managers train their personnel, approximately 30,000 foodservice workers have been reached with Extension's information on food safety and proper sanitation in food handling.

The program has resulted in a substantial cadre of trained persons in the state's foodservice industry who are qualified to continue their training programs with older employees as well as new personnel.

Program Content

The training program includes 14 hours of instruction plus a certifying examination. Those who pass the examination receive a certificate and are eligible for reciprocal certification with other cooperating states.

The program emphasizes research-based practical information for managing a sanitary establishment and training foodservice workers. It relies heavily on a variety of visual aid materials to keep the students' attention. Included in the visual package are ten 16mm films, two videos, and two slide programs.

The number of participants in each session has been restricted to 25. This permits students to actively participate in the discussion and allows the instructor to give attention to the needs and interests of individual students.

The subject matter emphasizes food safety and food protection. The first day of the workshop concentrates on basic principles, such as food microbiology, foodborne illnesses, and ensuring sanitary food supplies (from the standpoint of receiving and storage, as well as time and temperature control).

The second day focuses on more practical and applied subject matter, such as personnel hygiene, personnel training, cleaning and sanitizing, housekeeping, and pest control.

Cooperation Is The Goal

Cooperation between foodservice workers, the University, county Extension personnel, and county health officials has been the goal of this educational endeavor. Sanitarians are encouraged to share personal experiences in order to put the local situation into perspective. Foodservice personnel are able to discuss ideas and concerns with local sanitarians in a nonthreatening environment.

The close working relationship between the local and state health agencies, county Extension, and North Carolina State University shows that this is truly a joint effort to protect the public health of the state's citizens. The result is that the program not only pays dividends to North Carolinians, but also improves conditions that stimulate tourism.

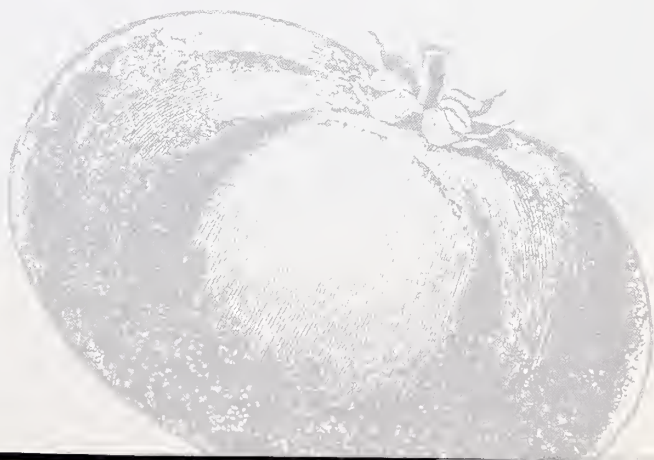
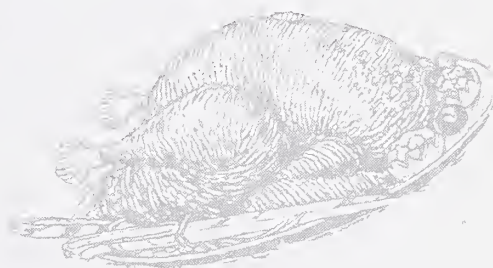
Voluntary Or Mandatory?

Although the training program for foodservice managers is now voluntary, its success has led the North Carolina regulatory agencies and the state's Restaurant Association to seriously consider making it mandatory.

For the past 2 years, the Extension food regulation and safety specialist has served as chair of an education committee established by the North Carolina Division of Health Services. One of the goals of the committee is to establish a mandatory training program. If such a program is mandated, it probably would be quite similar in content to the present voluntary program.

With or without a mandatory program, Extension has many opportunities to make contributions in planning, expediting, and teaching. Because of the enormity of the job, however, it cannot be done without a strong emphasis on "building human capital"—training foodservice managers who in turn train their workers.

The net result will be a food supply that is safer and an increased confidence on the part of consumers that proper procedures are being followed in the preparation and serving of their food. **A**





Take Charge!

Joyce A. Walker

**Extension 4-H Specialist and
Associate Professor,
and**

Theresa L. Coble

**Instructor and Project
Curriculum Director
and**

Ellen Murphy

**Graduate Student and Assistant
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For young people, taking charge of the future is much more than finding a job. Dreams and expectations, family and sex roles, work, education, and lifestyle—these are topics every teenager must explore. For all young people, the challenge is great. For young people with economic problems, family instability, or failure in the formal education system, prospects for the future can be overwhelming.

Emphasizing Life Planning

A new Minnesota 4-H program emphasizes a life planning approach to career development education. The Pillsbury Company funded "I'll Take Charge" to increase career and life planning options for youth in rural areas.

The program promotes personal responsibility and economic self-sufficiency for young women and men. While the experiential curriculum was specifically created to address rural youth needs, the five focus areas are equally relevant for suburban and urban teenagers.

The Three T's

The research and scholarship of L. Sunny Hansen, professor, University of Minnesota, are fundamental to this contemporary life planning approach. Hansen writes persuasively of the three T's—the *traditions* to honor and the *transitions* to negotiate as young people anticipate the *transformations* of an uncertain future.

Employment preparation is important, but satisfaction ultimately comes from broader considerations such as planning

for family and education, questioning self-limiting sex roles, and experiencing the empowerment of being in charge.

Studies show that young people's visions of future work and family roles are both contemporary and traditional without recognition of the inherent inconsistencies.

Flexible Design

"I'll Take Charge" is organized around five topics: Dreams and Expectations; Family and Sex Roles; Education; Work; and Lifestyle. The curriculum offers a three-pronged approach to promote learning:

Experiential activities—Each of the 5 units offers a choice of 12 activities that include a variety of learning techniques—creative visualization, affirmation, simulations, futuring, interviews, and group initiative games.

Video Interviews—Ten-minute video segments featuring young people and adults in frank conversation stimulate lively discussion on such topics as meeting parental expectations, working mothers, farm versus city living, and changing jobs.

Big Events—Because most adults know as little as young people about systematic life planning, "I'll Take Charge" encourages the generations to jump in and learn together. "Big Events" are 2- to 3-hour structured experiences that require all participants to risk, plan, question, and share. "The Crystal Ball" emphasizes futuring, while "The Three-Ring Circus" considers balancing life roles. "The Tall Glass Building Caper" sends teams of teens to dissect the workings of a corporation or office complex.

Consumer Response

Voluntary education programs prove their worth when people return for more. Consumer satisfaction with the "I'll Take Charge" program has been high.

"The Dreams and Expectations unit is proving to be the most difficult for youth to relate to,"

reports Ellen Murphy, an evaluator working with the focus groups. "But after learning how dreams tie into the total life planning package, it is the best part of the project for them."


While the program typically begins with the Dreams unit, the pilot group of young mothers rejected the idea of dreams until they completed Work, Education, and Family. Clearly, for these young women with great responsibility and limited resources, dreams are only possible when the necessities are in place.

Budgeting is one of the most useful and immediately adaptable parts of the Lifestyle unit. Teens report they did not realize that the amount of education they get is directly related to their earning power and the lifestyle they will be able to enjoy. Work futuring activities also emphasize the importance of education and training over the lifespan.

Lifetime Skills

The "I'll Take Charge" curriculum is working with young people 13 to 18 years old. Older youth are more developmentally ready to deal with these difficult issues in an integrative way. The curriculum can be used in club settings, in traditional or alternative schools, with urban single mothers, and with same-age and mixed-age groups.

The only requirements are an enthusiastic leader, an informal setting that encourages discussion and sharing, and a flexible schedule that allows 60-minute and 90-minute time blocks to develop activity units.

Taking charge of one's life is serious business. Working out the precious dreams and the seemingly impossible hopes of adolescence takes time and understanding. But young people who learn a new way of looking at change and growth have gained a skill that will last a lifetime. 

A new Minnesota 4-H program for youth—"I'll Take Charge"—emphasizes a life planning approach to career development. The program encourages teenagers to plan, be responsible, and increase their decisionmaking skills.

New Connections

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*Extension Communication Specialist,
Sea Grant Extension,
Michigan Sea Grant,
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A fishing experience of a lifetime awaited a group of young people recently at the 4-H Great Lakes Natural Resources Camp based at Hammond Bay, Michigan, near Lake Huron. Charter fishing captains met the 13- to 15-year-olds at the dock in Rogers City to take them aboard their charter boats on a fishing adventure most teens could only dream about.

The skillful skippers showed the youth the tricks of the trade—deftly manipulating downriggers, lures, and other salmon fishing gear. Also aboard were Sea Grant Extension Agents Chuck Pistis and

Ron Kinnunen who used the journey to explain how salmon got to the Great Lakes, what's happened to native lake trout and other species, and to discuss the Great Lakes ecosystem.

The Sea Grant agents also provided lessons in fish anatomy and demonstrated the proper techniques for cleaning and filleting a catch. On the last night of camp, the teenagers dined on the delicious salmon and steelhead (migratory rainbow trout) prepared by the Sea Grant chefs. Thus, these young people established some important connections among themselves and Michigan's most unique natural resource—the Great Lakes.

The camp is sponsored by Michigan 4-H Youth Programs of Michigan State University's (MSU) Cooperative Extension Service, Michigan Sea Grant Extension, and the MSU Department of



Fisheries and Wildlife. The Great Lakes Natural Resources Camp is also supported by Michigan Bell Telephone.

"I didn't know that much about natural resources when I started out," says camper Bob Wandel of Lake City. "But when I left this camp I had learned a lot. I'm going to try to be a biology and chemistry teacher, so I liked the pond study and the wildlife." Wandel, a 15-year-old, caught the largest fish when he first went to camp in 1987. He considers the charter fishing trip both recreational and educational. That is one of the connections most campers make—that learning about the Great Lakes and natural resources is really fun.

The camp's other classes are as adventurous in their own way as the fishing trip. The classrooms are mostly outdoors and the approach nonformal, appropriate for environmental education. Partici-

pants learn from knowledgeable professionals about such natural resource subjects as coastal processes, wetlands/limnology, wildlife, and plants.

Campers visit the shores of a Great Lake and study the dynamic interaction of water and land. From Sea Grant Extension Program Leader John Schwartz, they learn about littoral drift—the way material is moved along the shore by the force of the water. They also learn why shoreline homes and other structures succumb to unrelenting erosion.

Glenn Dudderar, fisheries and wildlife Extension specialist, Michigan State University, (MSU), helps the campers experience the sights and sounds of the environment. He helps the campers overcome

Sponsored by Michigan 4-H Youth Programs of Michigan State University, the 4-H Great Lakes Natural Resources Camp near Lake Huron provides campers with enjoyable adventures as well as insights into the area's ecosystem.



In addition to fishing and beachcombing on one of the Great Lakes, teenage campers learn from knowledgeable Sea Grant Extension agents about such natural resource subjects as wetlands, wildlife, and plants.

their reluctance about handling the wild things, while maintaining their respect for these "critters" and their special niche in the ecosystem. Jennifer Cottner, former Extension agent, divides the campers into groups to teach them the principles of "keying" or identifying plants. She teaches them to use their sense of touch to discover the unique characteristics of different species.

Willingness To Get Wet

Shari McCarty, 4-H Youth Extension specialist, Department of Fisheries and Wildlife, MSU, takes the campers into the mucky marsh at the north end of Lake Ocqueoc. There, she gives the campers a hands-on introduction to limnology (the study of freshwater lakes, ponds, and streams). She requires only curiosity and a willingness to get wet, qualities possessed by almost every one of these young people.

Campers and counselors alike make a solid connection with the camp's leaders—MSU faculty, Sea Grant Extension, and 4-H staff members and volunteers. Jennifer Dorset of Big Rapids has been a volunteer counselor for two years. "One of the reasons I really wanted to come was the people

involved. They have been a really helpful force in deciding what career—biology, or aquatic biology—I'd like to go into," she says.

There is more to camp than formal instruction. Campers canoe around the mysterious island in the middle of Lake Ocqueoc. By light of dawn they go birding by the lakeshore. They scramble over the decks of the Coast Guard Cutter Mackinaw or the U.S. Fish and Wildlife Service research vessel, Grayling. They investigate the world's largest limestone quarry, near Rogers City, and learn that it contains fossils left by an ancient inland sea.

The Great Lakes Natural Resources Camp offers a unique opportunity to 50 young people every summer. Membership in 4-H is not required. Youth who desire advanced leadership experience in natural resources and natural science make the connection simply by contacting the 4-H Youth staff in the Cooperative Extension Service office in any Michigan county.

Extracted from an article in the March-April 1989 issue of Michigan Natural Resources Magazine, Volume 58, No. 2, published six times each year by the Michigan Department of Natural Resources. ▲

Making The Grade

Judy Rude
*Extension Writer/Editor,
Extension Service, USDA*

"Making The Grade" is an innovative project of the National Collaboration For Youth (NCY). Extension Service's 4-H Youth Development is a member of NCY, a consortium of 15 leading organizations serving over 30 million young people. The project is designed to raise public awareness and stimulate action on behalf of youth at local, state, and national levels.

The project seeks to educate the public about the critical problems affecting a significant number of America's young people, and provide opportunities for citizens at the community level to develop and implement viable solutions.

NCY recently issued a National Report Card that shows that America is currently failing or just barely passing in its efforts to eradicate these problems. These six youth problems and their "grades" were: Functional Illiteracy (F); Juvenile Crime (F+); School Dropouts (F+); Substance Abuse (D-); Teenage Pregnancy (D-); and Youth Unemployment (D+).

TV News Show

Recently, these problems were the focus of an ABC-TV news special—"Survival Stories: Growing Up Down And Out"—that aired in mid-September 1989. Hosted by Barbara Walters, ABC news anchor, the program examined each of the problem areas and explored various community efforts to find solutions.

This fall over 400 Town Summit Meetings are scheduled which will feature discussions of the telecast and the implications of the Report Card for each particular community. Building Human Capital state contacts, along with other state and county Extension



Barbara Walters, ABC-TV news anchor, hosted a TV news special in September 1989 which focused on the critical problems affecting a large number of America's youth. These problems were spotlighted in a recent National Report Card offered by the National Collaboration For Youth (NCY). "Making The Grade" is a project of NCY designed to raise public awareness of these problems at local, state, and national levels.

specialists, have taken the leadership role in organizing over 200 of the 400 Town Summit Meetings.

The meetings will bring together educators, parents, policymakers, religious leaders, and representatives of human service agencies, civic organizations, youth advocacy groups, business, and labor. Together they will assess the current local network of youth services, identify unmet needs, prioritize local community concerns, and develop an action plan for addressing local problems.

To facilitate the Town Summit Meetings, and continue the public engagement process, NCY specialists are providing issue and option papers on each topic. The materials are designed to define each problem, describe current efforts to address it, suggest guidelines for community deliberations, and present a series of program and policy options for local and national

action. NCY specialists are also providing a workbook and videotape to guide facilitators through the process.

Keeping The Issue Alive

ABC-TV's "Youth PlusQProject Literacy U.S." campaign recently released six PSAs called, "Dreams vs. Reality." The essential message of the PSAs is, "what every child grows up to be is up to you ...is up to all of us. Wake up America!" It is hoped these PSAs will encourage continued national and local media coverage and support to implement the community action plans.

"Making The Grade" will serve as a catalyst for local groups to develop a cohesive, collaborative approach for dealing effectively with these problems in their community. ▲

Play Consumer Bowl To Win!

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Two winning members of Elberta Elementary School in Baldwin County, Alabama, greet "The Calculating Consumer." Baldwin County Cooperative Extension cooperated with the county Board of Education in a skill-building school enrichment program that featured a school quiz on consumer education, a "4-H Consumer Bowl."

Joyce Staudt
Extension 4-H County Agent,
Baldwin County, Alabama
and
Fred Waddell
Extension Family Resource Management
Specialist and Associate Professor,
and
Deborah Stabler
Extension 4-H Specialist.
Youth Development,
Auburn University, Alabama

Typical of young Americans, youth in Baldwin County, Alabama, spend thousands of dollars on their wants and needs. But most have not developed skills in understanding how needs, wants, likes, and dislikes affect their choices. Like other teens, they need to better understand the rights and responsibilities of consumers, how advertising affects consumer behavior, and how to get the best buys for their money.

With a grant from the National 4-H Council, the Baldwin County Cooperative Extension office and the Baldwin County Board of Education joined forces to educate Baldwin County's youth in using their financial resources more wisely. The result was a unique skill-building school enrichment program called "4-H Calculating Consumer."

The program is the first of its kind in Alabama. Operating in three schools, it involved 200 eighth graders who were not enrolled in traditional 4-H school clubs.

Experiential Learning

The Board of Education's curriculum director recruited teachers for the consumer enrichment classes, which were held for one hour each day. Teachers stressed hands-on activities and invited speakers from the community, including bankers,

credit bureau spokespersons, grocery store managers, retail store security officers, and credit counselors. Class members toured a bank, clothing stores, and a grocery store.

The students practiced how to use unit pricing, how to identify misleading advertising, how to recognize peer pressure and other influences and to think for themselves, how to use their money wisely, and how to get the best buys.

They also learned how shoplifting increases the prices of goods, and how to exercise their rights and responsibilities as consumers. Students were shown that fad buying can be wasteful and that comparison shopping and careful purchasing can stretch their money and prevent costly mistakes.

Russel Ellis, an eighth grader, summed up student attitudes about the program, saying, "I learned lots of valuable consumer information. I learned to manage my allowance much better. The main thing I learned was the difference between needs and wants, and the need for making long-range financial plans. My parents really appreciated the course and the information I was sharing with my family!"

The students' "textbook" was a set of three manuals purchased from Oklahoma Cooperative Extension Service with the National 4-H Council grant. Each student received a regular class grade for the course.

Consumer Bowl

To reinforce the classroom experiences, the classes from the three schools competed in a "4-H Consumer Bowl." Each school selected a team composed of four students and two alternates, who were quizzed on consumer information covered in the Calculating Consumer class. Team and individual trophies were awarded, and the winning 4-H teacher-leader received a \$50 gift certificate from a local store.

Featured in the 4-H Consumer Bowl were a group of students who performed a consumer education rap they composed and modeled a 4-H Calculating Consumer costume they constructed.

Auburn University Cooperative Extension specialists helped Joyce Staudt, Baldwin County Extension agent, to coordinate the competitive team event. The family resource management specialist and 4-H curriculum specialist designed the bowl format, wrote the questions, and helped with promotion.

An assistant attorney general in the Alabama Consumer Protection Division was guest speaker. He complimented the creative project and urged 4-H'ers to share their acquired consumer skills with fellow students, families, and area merchants.

A local news anchorman served as moderator. Scott Paper Company provided electronic equipment and hosted a VIP luncheon for sponsors, county and state officials, school personnel, classroom resource speakers, school board members, and media representatives. Local newspapers and television stations provided excellent coverage for both the classes and the Consumer Bowl.

Community Togetherness

The Baldwin County 4-H Calculating Consumer effort demonstrated that this subject matter can be made both relevant and interesting to students, while also engaging the interest and cooperation of county school officials and a widespread segment of the business community.

The Consumer Bowl aroused the interest and support of the entire student body, county school officials, media, business, and industry. It is an excellent example of how Cooperative Extension, and 4-H programs in particular, can serve as a catalyst in developing responsive community programs and stimulating community networking. Many people who attended said that they could not recall when such a wide variety of community groups had networked so effectively in any community endeavor, educational or otherwise.

The consumer program demonstrated that businesses and industries in the community are willing to provide funds and technical assistance for high-exposure programs that focus on building basic youth responsibilities and skills.

Expanding The Program

There is an interest in continuing this program and perhaps expanding it to other counties in Alabama. The key to success is a capable and dynamic county 4-H agent who is willing to undertake such a project as a "labor of love," and who is prepared to spend considerable time in the many details of implementation.

The county agent has received an additional grant of \$1,400 from Auburn University. She plans to use the money to expand the 4-H Calculating Consumer program to eight schools next year. This will allow all Baldwin County eighth graders—some 800 students—to be taught consumer education skills.

Long-range goals include the hope that the calculating consumer students not formerly in 4-H will become involved and help strengthen the teen base. It is also expected that Baldwin County families will be better able to manage their available resources as the youth practice and share what they have learned through the program. **A**

This Little Lamb Goes To Market

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Opposite: Extension Agent John Marra (center) shares a laugh with youngsters participating in the Special Market Lamb Project in Cabell County, West Virginia. This page: A handicapped youngster grooms his lamb with the help of his 4-H partner and Extension Agent Marra.

Grace H. Truman
Extension Press Specialist, and
Extension Assistant Professor,
West Virginia University,
Southern District Office,
Charleston, West Virginia

Take one 4-H'er or Future Farmers of America (FFA) member. Also take a physically or mentally handicapped child who is eager to try something new. Bring the two together and give them a shared responsibility, a common goal, and a 40-pound lamb. What is the result?

The result is magic, claim the West Virginia families involved in the Special Market Lamb Project, the first project of its kind in the state.

In 1988, Extension agents of West Virginia University in Cabell County launched this innovative program. It began when a local farmer, Steve Wooten, noticed the fascination of handicapped youngsters as they watched the livestock shows at the annual county fair. "These kids were so taken with the animals," Wooten recalls. "I thought lambs would be ideal for them to work with because lambs are so gentle."

Wooten approached Cabell County Extension Agent John Marra. Then Marra brainstormed with a committee of community and educational leaders. Committee members decided to start a program pairing a 4-H or FFA youth with a handicapped youth. The task of each pair would be to work together to raise, show, and sell a market lamb.

Volunteer Training

Working with special education and vocational agricultural teachers, the Extension agents match handicapped youngsters with volunteer "sponsors" who are either 4-H or FFA members carrying

market lamb projects. The special education teachers train the volunteers to prepare them for the special needs of their partners.

Private donations help the agents purchase lambs for each handicapped youngster in the spring. The program also provides feed for the "special lambs" and for the sponsors' project lambs. The special lambs are housed at the 4-H or FFA member's farm. The handicapped partner visits the sponsor's farm regularly through the summer. As a team, they work with the lamb, care for it, and prepare to show it at sale time.

Extension Agent Marra admits that initially he was concerned about whether the children with more severe handicaps could handle the task. "I found out that they're not only handling it, but handling it very well," he comments. Marra trains each pair with the showmanship skills they employ at the county fair in August. "I have never seen a prouder bunch of kids bringing those lambs into the ring," he says. "There is something magical about it all."

The families involved say the program provides important learning experiences for all the of the children. It helps all of them to increase their self-confidence and their respect for individual differences. It draws the handicapped children out of isolation and into organized activities and groups. In addition, it allows families who have never met before to build strong bonds of friendship and trust.

Some Comments

Shirley Johnson, whose 15-year old handicapped son Marlin took part in the program, says, "It's been such a rewarding experience for him. He was able to do a little more each time he worked with the lamb. It gave him a sense of responsibility."


Mary Wooten, whose son Jeremiah was Marlin's partner in the program, believes he benefited just as much as Marlin did. "Jeremiah has learned to have patience," she says, "and a better understanding that handicapped children can learn."

Teressa Ramey, 17, says that her partnership with Bobby Jo Ragland, a handicapped 13-year-old, has given her a new friend as well as a feeling of accomplishment. "Bobby Jo was afraid of the lamb in the beginning," she says, "but she adapted really well. It makes me feel good that she learned how to work with the lamb. And, we have a friendship that will last long after the lamb goes to market."



Some of the handicapped children are joining their partners' 4-H clubs and getting involved in other 4-H activities. Their sponsors also are broadening their experiences. Jeremiah Wooten was his partner's assistant for the 1988 Special Olympics.

The handicapped youngsters receive 25 percent of the proceeds from the sale of the special lambs at the county fair. The remaining money goes to purchase lambs and supplies for the following year's Special Market Lamb Project.

"We hope to make it a self-supporting program," explains Don Mason, president of the Cabell County Fair Board. "It has benefits for all of the kids," he states, "because it exposes them to new situations and teaches them new skills." 

Agriculture Is More Than Farming!

18 *Extension Review*



W. Kirby Player
*Coordinator, Student Relations
And Recruitment,
and
Diane G. Smathers*
*Extension 4-H Youth Development
Specialist,
Clemson University,
South Carolina*

Across South Carolina, middle and elementary schools are initiating "career fair" programs and other activities to expose young children to career opportunities. These programs feature representatives from all types of careers.

The County Extension office is the group the school administrators usually contact to represent agriculture. Extension specialists regard this as an excellent chance to foster an interest in agriculture early in a child's life.

In the past, Extension has been asked to play this role often with high school students. However, considering that younger children are now a primary audience, the concerns and responses of Extension, and agriculture as a whole toward youths and career education must be even more carefully thought out.

In South Carolina, specialists from the Office of Resident Instruction and 4-H and Youth Development at the College of Agricultural Sciences, Clemson University, are seizing the opportunity to facilitate career preparation in agriculture. They are teaming together to develop models for communicating career opportunities in agriculture to each age group in school.

Breaking The Initial Barrier

What is the first thing that comes to mind when one says the word "agriculture" to a child? The response is usually "farming" and all that is associated with production agriculture. Children are intimately acquainted with the image of "Old MacDonald" and the "sounds farm animals make."

This image of production agriculture is important since the family farm and the production agriculturalist is the foundation of agricultural science and agribusiness. However, it is also important that the "whole picture" of modern day agriculture and its many career opportunities is understood.

Four major points that must be expressed to children are:

1. Agriculture is America's largest industry and it will continue to grow as the need for food and fiber grows.



Opposite: Youngster proudly displays his gardening success—a plant he grew as a classroom project. This page: Specialists in 4-H and Youth Development and the Office of Resident Instruction at Clemson University, South Carolina, are teaming to foster interest among young children in agriculture as a career. Planting “seeds for agriculture” in the classroom is one way to stimulate interest in agricultural careers such as horticulture or plant pathology.

2. For every one farmer there are five other people working in agriculture.

3. The future challenges of agriculture will require well-trained, enthusiastic individuals.

4. Agriculture is much more than just farming.

Communicating The Message

Imagination is crucial in career education. Even young children practice career imaging as they respond to the question, “What do you want to be when you grow up?”

In addition, it is important that agricultural sciences be represented as a viable career option for boys and girls, a career just as “traditional” as doctor, lawyer, or teacher. Older students tend to consider the more specific aspects of a career: money, job security, work environment, and other elements.

The Medium Of The Message

Today's younger generation wants to be entertained. To communicate the main points of

modern day agriculture, one should select a novel and entertaining method. Presentations should employ participation and humor appropriate to the age level being targeted. The goal is to capture a student's mind so he or she can envision an agricultural career.

“Flashing lights, bells, and whistles” is a good description of what catches children's attention. The goal is to catch the eye whether the presentation is interactive video, touch machinery, a computer program, or a puppet show. Regardless of the format, the key principles to remember are to entertain, to capture both attention and imagination, and to plant the seed that “agriculture is more than farming.”

We in agriculture have a great deal of direction to offer to young people in relation to a future career and extracurricular interests. Agriculture offers a variety of fields to match the interest of those who wish to work outdoors or indoors; those who prefer to work with either

plants or animals or people or machines. Also, young people can begin to explore their careers now through involvement in positive, character-building experiences in such agricultural youth programs as 4-H, FFA, Farm Bureau, Soil Conservation Youth Commissioner Boards, and other related groups.

The collaborative efforts underway between the Office of Resident Instruction and the 4-H and Youth Development Department at Clemson University is an example of how those employed in the agricultural sciences can and should team together not only to promote agriculture but also to foster our truly greatest natural resource—our young people. **A**

Measuring Self-Esteem

20 *Extension Review*



Opposite: Virginia 4-H members develop self-confidence by learning a life-saving skill—CPR (Cardiopulmonary Resuscitation). This page top: Ceremonies at the State 4-H Congress give many members a chance to be part of the honor corps. Below: 4-H'ers confidently discuss their fundraising project with C. Ned Lester, associate dean of Virginia Cooperative Extension at Virginia Tech.



Penny Risdon
Extension Agent, 4-H Youth,
and
Evangeline Swain
Extension Specialist, 4-H Youth,
State 4-H Office,
Virginia Tech, Blacksburg

Young people in 4-H are just beginning to form impressions of themselves as individuals. The development of self-respect is especially critical at this stage, because 4-H'ers have had limited opportunities to demonstrate their abilities, and even less experience in the self-assessment of their behavior.



Because the development of self-esteem in youth is so important, the Virginia 4-H program conducted a study to assess the relationship between youth's interest in 4-H and the development of their self-esteem.

Dimensions Of Self-Esteem

Several dimensions of self-esteem interact for an overall assessment of how a person "measures up" to his or her own personal standards. These dimensions include: pride in achievements, communication abilities, healthy interpersonal relationships, leadership abilities, regard for personal well-being, and decisionmaking skills.

The study sample consisted of 223 4-H members randomly selected from six county programs across Virginia. The 4-H Interest Inventory included 25

statements that the members were asked to mark with a plus (for "sounds like me") or a zero (for "doesn't sound like me").

The responses were scored on a scale from 0 (very low interest and self-esteem) to 25 (very high interest and self-esteem). When the results were tabulated, they showed a high level of interest and self-esteem among the survey group. The overall mean was 20.35, with a standard deviation of 3.22. Responses were generally high in all areas except in the dimension involving confidence in front of others. The youth showed low interest in speaking or performing before a group; however, 94 percent said they were proud of their accomplishments in this area and 86 percent said these activities had helped them grow and learn.

Implications For 4-H

The response of Virginia youth to the 4-H Interest Inventory indicates that 4-H does help youth develop positive self-esteem by allowing them to "test their wings" in a supportive atmosphere.

The 4-H Interest Inventory could be used to identify youth who need additional encouragement to participate in activities that will promote self-esteem. Or it could indicate activities that would help a group to strengthen specific dimensions of self-esteem. In addition, the 4-H Interest Inventory may help leaders do a better job of serving their members' individual educational needs. **A**

Electrifying Moments: 4-H Amp Camp!

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Deborah Stabler
*Extension 4-H Specialist, Youth Development,
Auburn University, Alabama*

A tension resembling that of a primetime TV game show with thousands of dollars at stake coiled like an electric current through the room. "What is the positive electrode of an electron tube called?" asked the quiz master.

"The anode or plate!" a youthful voice sang out. The quiz master announced the answer was correct, good for five points. The team cheered.

"What is the common term for rating thermal insulation?" asked the quiz master.

Several hands in the audience shot up. "R-value!" a girl answered. When she was informed that this answer racked up five more points for her team, another exultant cheer sounded.

These were moments of high excitement at the "Electric Energy Bowl" during Alabama 4-H Amp Camp. 4-H'ers spent 3 days learning the principles of electricity and the impact it has on all of us. The "Electric Energy Bowl" was part of the "learning-while-having-fun" philosophy of Amp Camp.

"Some teams ran up scores of more than 2,000 points," says Tony Cook, Extension science and technology specialist and camp coordinator. "They correctly answered questions 400 times!"

Repeating questions and answers helped 4-H'ers learn the information. They also participated in workshops, tours, and make-it-yourself projects.

Now in its seventh year, 4-H Amp Camp began in 1982 as a form of recognition for 22 4-H'ers who had won their district electric energy demonstration events. In 1985, 4-H Amp Camp was opened to any 4-H'er interested in electric energy, and last summer nearly 200 attended the event at the Alabama 4-H Youth Development Center.

Cooperative Project

The Alabama Cooperative Extension Service and Alabama Power Company, a long-time supporter of the Alabama 4-H electric energy project, cosponsor the camp. At Amp Camp, there's even a mascot—Kilo, the Watts Dog. Kilo is a cartoon dog designed by Alabama Power Company personnel and appears on camp tee-shirts and on other promotional materials.

"Amp Camp is one of our favorite activities," comments Jim Edwards, supervisor of agricultural development for Alabama Power Company and one of the camp founders. "Our professional staff look forward to it every year."

About 20 power company professionals gave 4-H Amp Campers some 18 hours of instruction in concurrent sessions—all adding up to 400 donated volunteer hours. The Alabama Power Company supplemented campers' fees and paid the fees for leaders and junior leaders.



Workshops

Workshop sessions at the Amp Camp included principles of electricity, energy management, electronics, computers, lighting, microwave cooking, refrigeration, and safety measures. All workshops featured models or equipment that the youths could see and touch. The kids had a chance to construct photovoltaic collectors, volt meters, battery-powered motors, and work with transistorized sensors.

An important feature of 4-H Amp Camp, and one that keeps older youths involved, is the use of junior leaders who have attended camp in previous years and are well versed in electricity. These older youths help with workshops and serve as group leaders to make sure campers find their sessions.

Developing Human Capital

"One of the strengths of Amp Camp is the cooperative effort of Extension specialists, agents, 4-H'ers, and Alabama Power Company managers and engineers," says Tony Cook. "4-H Amp Camp is an excellent way to reach young Alabamians with information in a technical subject. At the same time, young people develop their leadership abilities, are exposed to potential careers, and learn constructive ways to employ their time. It fits very well into our development of human capital initiative." ▲

Opposite top: 4-H Amp Camp coordinator Tony Cook (left), 4-H science and technology specialist, Alabama Cooperative Extension, demonstrates how a lap-top computer can assist 4-H'ers with project and school work. Below: 4-H'ers discover the latest technology about producing energy from the sun in a workshop on photovoltaics. This page: Workshops conducted by Alabama Power Company professionals at the Amp Camp allow youth to try their hand at constructing various electric "gadgets."

An Inner-City Harvest

24 Extension Review



*Julie Camp Adamcin,
Extension 4-H Agent,
and
Mary Dryden
Extension Assistant,
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Tucson, Arizona*

In agricultural terms, youth development in the city of South Tucson has been like a field gone fallow. Each year, youth agencies tried to start organizations, but met with little success. The rocks and weeds were there, in the form of apathy, few resources, and volunteers.

South Tucson is a 1-square-mile incorporated city within the larger city of Tucson. Of its approximately 6,500 residents, three-fourths are either hispanic or native American. The mean household income is \$7,625—half that of Tucson. School dropouts, drugs, and crime have been issues of concern.

Youth Coalition

With Arizona's 4-H program as a co-convener, 65 people representing government youth agencies, social service, and education met in January 1986 to discuss ways to improve conditions for the community's young people. The meeting resulted in the formation of the South Tucson Youth Development Coalition.

The coalition formed a task force to study the problems. The next summer, six young people were hired and trained to survey youth, parents, and community leaders about the needs and conditions of South Tucson. The survey revealed concerns about crime, drug abuse, and problems within families. All groups indicated needs for more recreational programs for youth, increased counseling, and help for parents. Coalition members used the survey results as they began making short- and long-range plans.

Taking Action

Some short-term city funding permitted the group to hire a youth development professional

to coordinate some of the activities and to speak to schools on behalf of the coalition. Agencies began working together to sponsor sports teams and organize tournaments. They cooperated in a leadership skills training program for teens and a Youth Expo to acquaint school-age youngsters with the opportunities of each youth agency.

One critical need was to increase the number of volunteers working with youth and to identify and acquire convenient, safe locations for the volunteers to meet. The coalition established three new locations and launched joint recruiting efforts that increased the number of volunteers. Two volunteer recognition programs gave the agencies a special chance to reward their volunteers.

The coalition members are pursuing joint funding possibilities, sharing contacts, coordinating their programs, and meeting monthly to share concerns and learn from each other.

Visible Results

When the coalition began in January 1986, it could identify only five young people involved in the Boy Scout program and 45 who "hung out" at the civic center. As of January 1989, there were four Girl Scout troops with volunteers, two 4-H clubs, and another 100 special-interest 4-H members. Camp Fire works with members at two local schools.

The civic center now has programs that involve nearly 90 young people daily. A local social service center not only permits youth groups to meet at their site, but conducts tutoring and recreation programs that serve 40 youth. Another agency conducts parenting classes and also uses young people as tutors for other students. Testing has shown improved study skills.

The police department notes a decrease in all crimes, but especially in crimes performed by young people. Arrests have dropped from 168 in 1985 to 97 in 1988, a 46-percent decrease.



Changing To Meet Needs

As notable as the changes in the clientele have been, the coalition probably has been more surprised at the changes within the agencies and the city. Some of the "grassroots" agencies believed that the more traditional, nationally recognized groups were not responsive to the needs of the low-income clientele and would not be willing to change to meet those needs.

Working together, however, the agencies identified problems and took the necessary action to address them. Youth agencies, including 4-H, have added special-interest programs and have employed staff to conduct them. Girl Scouts conducted a 3-week-long day camp in South Tucson especially to help the American Indian program. And 4-H conducted summer workshops at three recreation sites in the area.

The city itself has become more aware of youth needs and has reallocated funds to serve more youth. The city still funds the recreation program at the civic center and also has built recreation facilities at other sites in the community.

4-H continues to take a leadership role in the coalition. The 4-H representatives are finding themselves in new roles as advocates for other agencies and as mentors for agencies just beginning their youth development experiences.

Mutual Enrichment

Prevention programs and those that target youth at risk rely on acceptance by the community they wish to serve. Trust must exist between agencies and clientele. The coalition tilled the land in South Tucson with trust and patience. We can now see the results of that work in memberships and continuity.

As we look back on our 3 years in South Tucson, we can see ourselves enriching the field of youth development there and being enriched ourselves through the mutual support and encouragement of the coalition. **A**

Opposite and this page: Youngsters from South Tucson, Arizona, perform a rope jumping exhibition in front of the state capitol building. This followed a proclamation that was read in the state house and senate recognizing Extension work that has improved conditions for this community's youth.

Linking Science And Technology

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Opposite: "Mission: Textiles" assists North Carolina 4-H Space Campers to understand textile science and technology...including space suits. This page: North Carolina 4-H Space Camp provides learning opportunities in aerospace, textiles, food, and computer sciences in a resident camp setting.



R. Dale Safrit
*Extension 4-H Staff Associate,
School Enrichment Liaison,
and
Thearon T. McKinney*
*Extension 4-H Specialist,
North Carolina State
University, Raleigh*

"Blue Sky Below My Feet—Adventures In Space Technology," a multimedia 4-H program, introduces youth to the world of science and technology. Blue Sky was developed in 1985 through a cooperative effort involving educators and specialists representing the Extension Service of the U.S. Department of Agriculture, State Cooperative Extension Services, the National 4-H Council, the National Aeronautics and Space Administration, and Arthur Young International.

Specifically, the program provides the subject-matter foundation upon which youth build positive experiences in consumerism, career exploration, and problemsolving. As a result, they increase their self-esteem through expanded knowledge and skills for daily living.

The 4-H and Youth Development Program of the North Carolina Agricultural Extension Service adopted Blue Sky in January 1987. Our goal was to use the program's research-based curriculum as the foundation for a statewide space-technology educational 4-H program.

We wanted educational experiences in the three basic Blue Sky subject matter areas: forces, fibers, and foods for 4-H school enrichment, project clubs, and resident camping. The final product would be a comprehensive, research-based science and technology educational program which county 4-H programs could easily use to address locally identified youth needs and issues.

Enriching The Classroom

The North Carolina State Department of Public Instruction audited and revised public school curricula, developing a "detailed, integrated basic course of study for all subjects at all grade levels" which has come to be known as the Competency Based Curriculum, or C.B.C.

Beginning in 1987, "Generation One" of Blue Sky in North Carolina, correlating with the science objectives as outlined by the C.B.C., was made available to sixth-grade teachers to supplement and enrich the classroom learning experience in the areas of space science and technology.

In the summer and fall of 1987, Extension 4-H professionals and master volunteers (such as school administrators, media specialists, and science teachers) were trained at eight regional "launch sessions" to implement the Blue Sky program. Under the leadership of 4-H agents, they coordinated the planning, implementation, and evaluation of the program in sixth-grade classrooms.

During the first year of Blue Sky 4-H school enrichment programming, 25,804 students participated in the classroom educational experience in 50 of the 100 counties in North Carolina—over 32 percent of the total sixth-grade enrollment.

From Classroom To Community

4-H in North Carolina is community based and locally determined. Since the early sixties, emphasis has been placed on volunteer-led community clubs. "Generation Two" in North Carolina was designed to provide lesson plans in forces, foods, and fibers for volunteers who wish to use Blue Sky subject matter in a 4-H community or project club setting.

Currently, 36 "4-H Missions In Space" are being written and piloted as the curriculum basis for such community or project club programming. These lesson plans, developed for use with a 9- to 15-year-old audience, emphasize a hands-on, experiential learning approach to topics ranging from thrust and propulsion to fabric testing. In late 1989, "4-H Missions In Space" will be available in a print package for general statewide distribution.

"Space Camping"

"4-H Missions In Space" has also been designed to serve as a subject matter nucleus for "Generation Three" of Blue Sky in North Carolina. This phase is targeted to provide resident and day camping experiences for youth studying 4-H science and technology curricula.

Since the summer of 1988, North Carolina 4-H Space Camp has provided accelerated learning opportunities for youth between the ages of 9 and 14 in basic and applied areas of aerospace, textiles, food, and computer sciences in a resident camp setting.



Conducted at one of the five state 4-H camp educational facilities, 4-H Space Camp provides such daily "missions" as the exploration of the physics of space flight, the construction of space suits, nutrition for space travelers, and computer simulation of space flight. Special guest speakers and field trips illustrate the core curriculum, and daily opportunities foster team building and leadership development among the campers.

Additionally, several county 4-H programs have used this program to conduct county 4-H space and technology day camps.

Impact Of Blue Sky

"Blue Sky Below My Feet" is having a real impact on the scientific literacy of the youth of North Carolina. From its beginnings, the objective was to take an excellent core curriculum developed by the National 4-H Council and adapt and expand it to meet the needs of the state's youth, public educators, and 4-H agents and volunteers. This was accomplished by packaging the program so it was attractive, accessible, and adaptable for school, club, and camping settings.

We at the state level—"Mission Control"—strongly believe that our success with Blue Sky stems from a conscious effort to plan and produce a totally integrated program package. The program design integrates principles of program promotion and marketing, management/staffing, and evaluation. We look forward to future efforts to expand the self-esteem, life skills, and scientific literacy of North Carolina youth. ▲

Turnaround In Texas

28 *Extension Review*



David Morris (left), chair of the Fisher County Economic Development Commission, and Richard Spencer, county agent, admire the internationally marketed "torch art" metal silhouettes of a Fisher County artisan. Through Strategic Community Planning, Texas Agricultural Extension is fostering the economic resurgence of many counties in the state.

Joseph J. Bryant
Extension Communications
Specialist,
The Texas A&M University
System,
Lubbock, Texas

High in the Texas Panhandle, Randall County crouches in the shadow of metropolitan Amarillo and struggles to maintain its equilibrium as one of the state's stronger farming areas. Almost daily, urban development eats away at pastures and cropland as bustling Interstate 27 whisks travelers rapidly out of reach of local merchants and businesses.

Some 250 miles to the southeast, Fisher County sprawls across U.S. Highway 180 midway between

Fort Worth and the New Mexico line. It is one of about 700 U.S. counties that are totally dependent upon agriculture and natural resources. The county's population is dwindling, small family businesses close without being replaced, and industry passes it by.

Another 150 miles south of Fisher, the picture is repeated in Menard County. While much of the state made record growth, Menard saw its population decline by 6 percent, with more than half its 467 households classed as "low-income."

Finding New Life

Using a technique called Strategic Community Planning, and guidance from county agents and specialists of the Texas Agricultural Extension

Service, these counties and more than 30 others across the state have achieved grassroots citizen involvement to analyze their community assets and debts; establish short- and long-range goals; set attainable timetables; and provide a framework for coordinated action by enthusiastic community members.

In Randall County, four volunteer task forces of "Randall Pride and Progress" (RP&P) began work last September. Already, the tourism task force has helped obtain colorful billboards on the interstate highway to proclaim local attractions, developed a walking tour of historic sites, and begun a feasibility study on the need for additional motels.

The agriculture and industry group has promoted pheasant hunting as an "alternate crop" for farmers, coordinated hunting leases, and initiated efforts to attract light industry that can process and add value to local commodities.

The retail trade task force has conducted a customer relations workshop for retail employees and is promoting beautification of shopping areas. The fourth task force is compiling information for a campaign to attract retirees.

"These people are representatives of almost any group you could name within Randall County," notes Sara Wieck, farmer and chair of the RP&P steering committee. "They are all working together for one purpose: to improve the economic conditions in our county. And that hasn't been done before."

The strategic planning process "has brought a needed focus to the issues," says Steve Gamble, vice president of West Texas State University and an RP&P task force member.

Improvement Projects

Fisher County's turnaround began 2 years ago when County Agent Richard Spencer persuaded the Commissioners Court to establish an economic development commission. Under this umbrella, the citizens have conducted a cleanup campaign, attracted several new retail businesses and services, and launched a score of other improvement projects that have united the county's two towns.

The development commission purchased a former nursing home and converted it into a regional retirement complex. It created a team of specialists from state and federal agencies and universities to focus on critical issues in rural health care.

It has launched a crop diversification program, established what is believed to be the Nation's first

day-lease bird hunting cooperative, promoted and conducted a successful hunting season capped by a quail cookoff and trap shoot, and established the headquarters for the National Domino Association and conducted a series of sanctioned tournaments.

"At one point, the people felt the county was going to die and they couldn't do anything about it," says David Morris, Roby business leader and development commission chair. "Ultimately, we realize we have our own future in our hands."

Focusing On History

Citizens of Menard County—population 1,670—have capitalized on local history in their initial efforts. A weekend celebration of "Jim Bowie Days" last September drew more than 3,000 visitors. Events included a historical drama, an arts and crafts fair, a black powder shoot, a pony express race, mock gunfights, dances, and a ranch trail ride and cookout.

A Menard task force is purchasing and renovating a historic downtown building to convert into a retail mall, using private donations rather than tax money. One group is promoting retirement living, while another seeks new businesses and provides assistance to existing firms. Another group has recruited a resident physician to work with the local nursing home and in private practice.

County residents were pretty pessimistic about their situation before becoming involved in the strategic community planning effort, says Menard County Agent Sam Kuykendall. "Now," says his coworker, County Agent Kathy Aycock, "there's more a feeling that something can be done. There's more working together instead of everyone doing their own thing."

A Self-Help Program

"For the most part, economic development in smaller Texas communities is a self-help process," says Don Stebbins, Extension community development specialist at College Station. Successful programs in nonmetropolitan areas "rely heavily on local leaders and residents who are willing to volunteer their talent and time to a joint effort," he says. To effectively use volunteer time, it is vital to have good planning procedures, Stebbins stresses. To assist with this, Stebbins prepared a manual that leads Extension personnel and volunteers step-by-step through the processes that involve citizens in identifying, prioritizing, and planning local economic development projects.

The manual was used and distributed at 6-hour training workshops in each of the state's 14 Extension districts last fall. These were attended by 243 county agents and 280 community leaders.

At the community level, the strategic planning procedure requires two public meetings. At the first, the coordinator, using the manual and the slides included with it, explains the purpose and the procedure. Participants are then divided into small groups to list and rank suggestions for improving the community's economy.

Before the second meeting, the coordinator takes the prioritized lists and categorizes them into a logical set of task forces. At the meeting, citizens may modify the task force list and select one with which they wish to work. Each task force selects a chair and sets goals that are feasible, measurable, and have a time limit. Task forces then work on their goals and report frequently to the organization.

"The procedures are very democratic," says Stebbins. "Everyone has an equal opportunity to support projects and an equal voice when setting priorities. ▲"

Missouri Celebrates Families

Lucy J. Pearson

*Extension Family Relations/Resource Specialist,
Clemson University, South Carolina,
and former Extension Area Specialist, University of
Missouri*

and

Glennis M. Couchman

*Extension Family Resource Management Specialist,
Clemson University, South Carolina*

One of the most disturbing factors for today's rural families is the fluctuating agricultural economy. The results are unstable family incomes, disrupted family and community relationships, destruction of a lifestyle, and the ensuing loss of a "sense of place" and pride. Decline in the agricultural economy has resulted in a ripple effect on businesses in rural communities.

Such changes have destroyed the strong sense of community that once existed. A failure to bond with and place trust in communities is a serious issue resulting in wasted and underutilized human capital. "Celebration Of Families," a festive event sponsored by the University of Missouri Extension Service, has helped to reestablish and support the bonds vital to community and family life in northeast Missouri.

Empowerment Strategies

At the core of human capital development are empowerment strategies that strengthen social networks within a community. Empowerment strategies are directed toward helping people gain control of their own lives during economic and social transitions. The empowerment process focuses on helping people achieve a sense of worth and a place in life by recognizing and fostering individual strengths and competencies.

Additionally, empowerment acknowledges and utilizes the wisdom of life experiences, which reestablishes connection between generations. To achieve successful career transitions and cope with disrupted income levels, people must maintain a sense of dignity and self-worth.

Community Coalition

Missouri's "Celebration Of Families" demonstrated the use of empowerment strategies. The program centered on the concept that communities have the capacity to organize and develop effective support systems. The event renewed emphasis on the value of interdependence for strong families and communities.

The program facilitator, Extension Area Specialist Lucy Pearson, collaborated with a multitude of community groups to form a rural community coalition. Federal funds provided staff positions from the Department of Mental Health to serve as Rural Community Service Coordinators. They used the Extension offices as their base for reaching rural families.

An interdisciplinary Extension team consisted of area specialists representing community resource development, agriculture, home economics, and 4-H, as well as the Rural Community Service Coordinators. The community support coalition included area churches, mental health centers, Farm Bureau, public schools, utility companies, and farm credit lenders.

The Extension team and the community coalition demonstrated a willingness to accept diverse solutions to strengthen the human resources of individual dignity and self-worth. The "Celebration Of Families" was a proactive approach for revitalizing rural communities.

Keys To The Program

This first-time event was a salute to rural families with roots in northeast Missouri. "Celebration Of Families" provided "food for thought," as well as for body and soul, as neighbors gathered to share informative workshops, storytelling, cooperative games, and a soup supper.

The "Celebration Of Families" was publicized in area newspapers and on television and radio stations. Brochures were distributed through ministerial alliances and school systems in several counties. Contacts were made with NECAC (North East Community Action Coalition, a community service organization for low-income families) who helped distribute brochures and encouraged participation.

The event was strategically planned for an "off-season" time period in the rural area. "We hoped this would be a time for families to have an afternoon outing, to learn, and to share being together," states Nathan Larson, rural community service coordinator with University of Missouri Extension.

"The positive response and large turnout of folks was beyond our wildest dreams! I think our ideas for 'Celebration Of Families' struck a deep responsive chord in the rural counties of northeast Missouri," he comments.

The "Celebration Of Families" took place at a county high school on a Sunday afternoon from 1 to 5—a time that worked well for the more than 175 people who attended. Activities were planned to include the whole family in fun, informative workshops, and a free country supper prepared by Extension Homemakers. 4-H Club members provided child care for infants.

Program Options

During the 3 hours of "programmed time," the following options were offered:

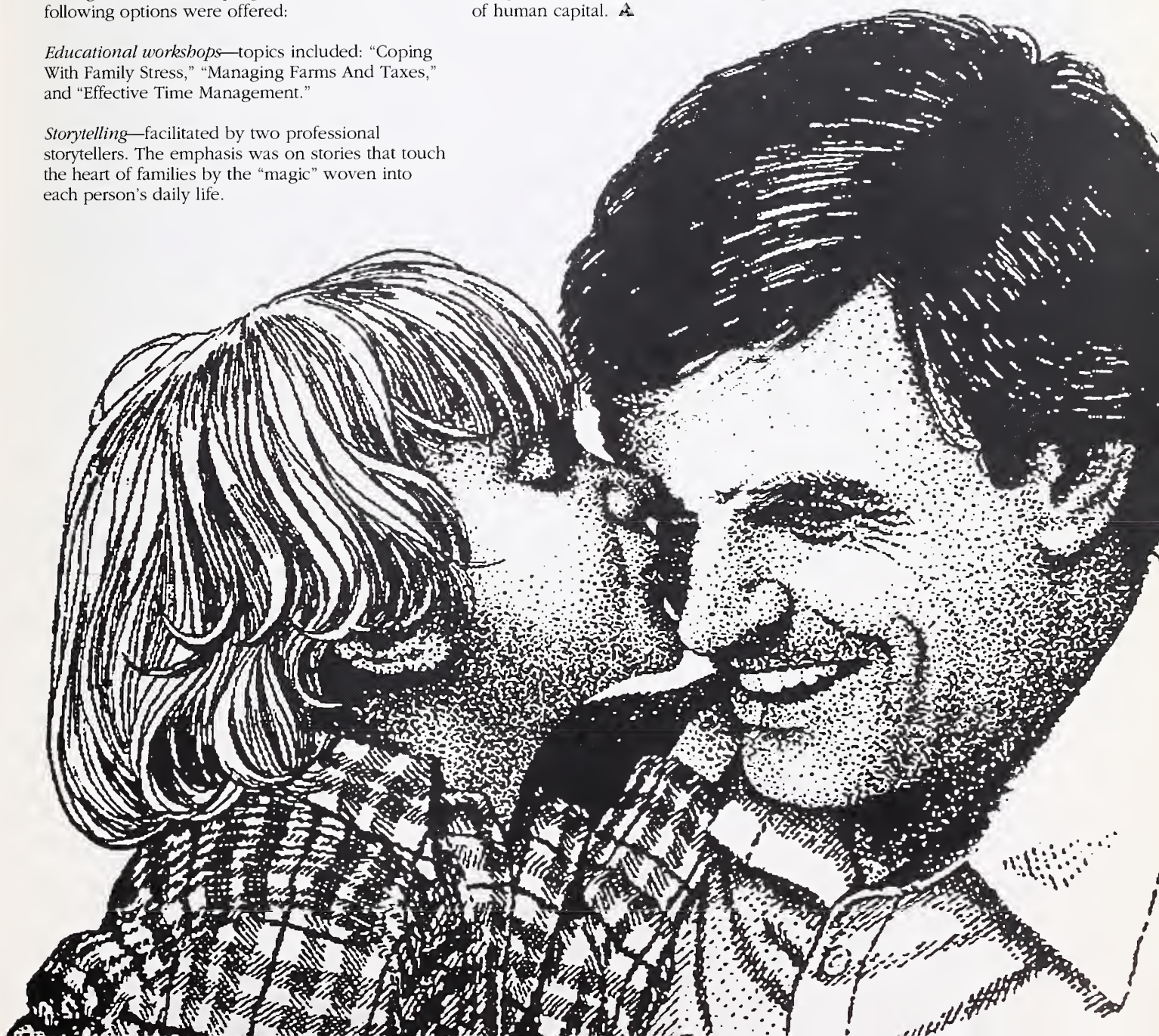
Educational workshops—topics included: "Coping With Family Stress," "Managing Farms And Taxes," and "Effective Time Management."

Storytelling—facilitated by two professional storytellers. The emphasis was on stories that touch the heart of families by the "magic" woven into each person's daily life.

Cooperative games—the "new games" approach, which promotes intergenerational sharing. Grandparents, toddlers, and teens shared energy and laughs as they played together.

The "Celebration Of Families" ended with a free "stone soup" supper with homemade cornbread, cookies, and apples. The idea for the supper was based on the theme from the old Russian folktale, "Stone Soup," which emphasized cooperation and sharing among rural people.

The concept of "Celebration of Families" embodied a positive and upbeat emphasis that communicated strengths of rural families. The synergism of strong families and communities is a dynamic force that provides a solid basis for development of human capital. ▲



Mastering The Master Volunteer Concept

32 *Extension Review*



Linda Flowers McCutcheon
*Associate State Leader,
Extension Home Economics,
North Carolina State
University, Raleigh*

In today's high-tech society, the Extension Service and its volunteers provide a human, personalized approach in the transmission of practical education and information to the public.

For years the North Carolina Agricultural Extension Service has sought to build human capital by making volunteers more visible and creating innovative ways to recognize their contributions. Volunteers need indepth training, and assignments tailored for their interests and skills. The master volunteer concept was a natural

way for the home economics program in North Carolina to meet these requirements.

The master volunteer program has two key aspects: (1) it provides indepth training in a specific program area for volunteers with interest and experience in that area, and (2) in return, it asks them to share their expertise with others. This concept has been a winning combination in North Carolina.

Four master volunteer programs are being implemented in the state. They include: Master Volunteer in Food Preservation, Master Money Manager, Master Volunteer in Yarn Skills, and Master Parenting.

Program Design

The master volunteer program in North Carolina requires a set number of hours for training (usually 20 to 25 hours), with volunteers to return an equal number of hours of service. Approximately 95 percent of the volunteers graduate and complete the requirements for the program. The concept is based on establishing a nucleus of well-trained volunteers, usually 6 to 12 per county, rather than training all who are interested. They may then address a more general audience.

The specialists and county agents feel that the program is successful because it is highly structured, it clearly defines areas that volunteers are to address, and it sets definite boundaries within which the volunteers are to operate.

Volunteer Commitment

Volunteer commitment to the program and their sense of "ownership" of the program are also primary factors in its success. Volunteers are required to have a contract and must provide documentation to show progress at various stages.

Applicants are screened carefully to ensure that their goals are compatible with Extension's goals and that they fully understand the program and are willing to make the commitment. Volunteers need to identify with the program and the results and impact, not merely assist the home economics agent.

When volunteers are asked what they value most about the program, the two most frequent responses are, "I like my friends and neighbors describing me as the authority in a certain area," and "I like gaining knowledge and learning how to share that knowledge with others."

Production of a highly trained and proficient volunteer requires an Extension investment of personnel, time, energy, and resources. Most of this investment of resources is required at the beginning of the training period, but periodic updates are also necessary. Once a volunteer has completed the program requirements, a "domino effect" takes place, greatly enhancing Extension's outreach efforts.

As with any educational program, the master volunteer program can be greatly enhanced with adequate financial support. In North Carolina a master volunteer proposal was presented to the State Extension

Homemakers Association, who agreed to provide seed money for the first program.

Since then, other support from industries and business has been obtained both statewide and at the local level. A successful method of obtaining program support has been through requests for scholarships for participants. Other programs have charged a registration fee to cover such items as instructional materials and demonstration supplies.

To be successful, a master volunteer program must be highly visible in all aspects. Volunteers have responded positively to formal graduation ceremonies that have included local decisionmakers and power brokers; they have also responded to mass media "blitzes" and the presentation of pins, certificates, and permanent nametags.

Program Results

More than 600 volunteers have successfully completed the requirements for the master volunteer program and have reported more than 25,000 documented returned volunteer hours. Nearly 60 percent of North Carolina counties have participated in one or more of the master volunteer programs. About one-fourth of the participants are from nontraditional audiences, including men and women who work outside the home and who use vacation time to complete their training.

The activities of these master volunteers have included one-on-one consultation and instruction; telephone conferences; classroom instruction, both formal and informal; radio and television appearances and presentations; and preparing and

manning exhibits at fairs, field days, farmers' markets, and malls. Agents have been amazed at the creative ways that volunteers have found to return their committed hours.

Recommendations

To be successful, a master volunteer program should be highly structured and well defined. These factors help to build a high level of confidence between the agent and the volunteer. Committed, knowledgeable volunteers are essential to the success of the program. A "masters" program requires a substantial investment from the Extension Service; however, if administered properly, it will be an asset to all involved.

Acquiring funds from some source outside of Extension, in combination with regular operating budgets and in-kind services, is essential. A variety of sources should be explored.

Rewards and recognition greatly enhance the "masters" program. Program results should be assessed and programs marketed by agents and volunteers. As the Extension Service continues to stress results, accountability, and impact, it will find that the well-trained volunteer offers a most viable option for extending outreach efforts. ▲

A handicapped volunteer tends the half-acre Master Gardener demonstration garden plot in Marysville, Washington. Currently, four master volunteer programs are being implemented in North Carolina in the subject areas of food preservation, money management, yarn skills, and parenting.

Building Minority Leaders!

34 *Extension Review*



Opposite: In a workshop for black community leaders, June Stanislas, trainer, (top right), helps participants process information about "Long-range Planning." This page: Jane Asche of the Center For Volunteer Development at Virginia Tech assists trainers with tips on "How To Have Good Meetings."

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and
Oscar M. Williams
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"Where are the minority leaders?" Four years ago, this question was asked often by Extension staff members of the Center For Volunteer Development at Virginia Tech when they conducted leadership development workshops across the state. Staff members were puzzled—few attended the workshops even after they were well publicized in communities with large black populations. How could this situation be changed?

The staff decided to offer a series of leadership workshops targeted specifically for black community leaders. Local Extension agents helped identify core leaders and provided planning support.

Leaders were requested to do the following: determine the critical topics to be discussed; find a suitable location and set the time; establish fees for

lunches and breaks; delineate the program role of leader(s), if any; and assume responsibility for recruiting participants.

Leadership Workshops

Twenty-seven workshops, each reflecting concerns identified by local planning groups, were held in 18 months. An overwhelming majority of the workshops focused on leadership (definitions, styles, and concepts); leadership qualities and leader roles; board-staff relationships; membership development; effective committee work; and parliamentary procedure.

The two-day workshops provided 12 or more contact hours for more than 1,250 black leaders from 52 counties and cities. Of this number, 1,025 received certificates for attending all the workshop sessions. The black leaders represented 57 branches of the NAACP, 420 churches, 87 lodges, and 150 civic and fraternal organizations.

Beginnings

Early in 1987, personnel at the Center for Volunteer Development realized that their time and resources were not sufficient to meet demands for minority-targeted workshops. They decided that selected black leaders would have to be trained in the workshop roles currently served by Extension agents, state specialists, and other resource people.

In July of that year, Extension agents selected 102 leaders who had completed the local workshops to come to Virginia Tech for intensive leadership training. Each person selected had to commit to work with at least six volunteer groups during the next year. The program was made possible by a \$50,000 grant from the W. K. Kellogg Foundation.

Conducting the major workshops during the three-day program were such nationally known leadership development trainers as Violet M. Malone, Extension director of staff training and development, University of Illinois, and William R. Conrad, Center For Creative Management, Downer's Grove, Illinois. Staff at the Center For Volunteer Development and other Virginia Tech faculty assisted with the small group work.

The programs focused on concepts and qualities of voluntary leaders; methods of working with small groups; techniques and essentials for good meetings; functions of boards and board members; consulting techniques; long-range planning; and parliamentary procedures.

Increased Competency

At the end of the three-day program, data from participant questionnaires and focus group interviews revealed that a significant number perceived changes in leadership competency as a result of instruction. Participants expressed their appreciation for the workshop with a voluntary and unanimous decision to send the W. K. Kellogg Foundation a framed testimonial signed by each of them.

Center staff tracked progress that trained leaders made toward their commitment through reports they mailed to the Center and through informal networks.

In the summer of 1988, the black leaders were invited back to campus for additional training in public speaking, workshop planning, attitude/self-confidence building, and informal presentation methods. The 77 leaders who attended left with materials they could use as trainers—a book on how to write and make speeches; a training notebook; a lapel name-badge; and 500 business cards identifying the person as a trainer.

Fifty-nine of the 77 leaders said in a post-training questionnaire that they had positive feelings about being called trainers. They perceived an increased competency in each of the training topics as well as



heightened self-esteem. In addition, they indicated they had increased their willingness to serve on local boards, councils, and committees.

In November 1988, telephone interviews conducted with 55 of the minority leaders revealed that they had conducted 82 workshops with an average of 47 participants per workshop. They had made 93 speeches or special presentations that were hosted by 87 different groups before an audience of 5,115. They estimated that through their workshops and presentations they had helped 425 different organizations and reached 9,788 people.

One leader says the special training "has made the black community more aware of problems in voluntary organizations and to admit that organizations have to change."

Another says the special training "helped black leaders get the kind of knowledge they needed to serve on boards and councils."

Still another comments that the training "benefited the larger community because of the positive effect on the black community."

Through this program, staff members of the Center For Volunteer Development assisted in finding the grassroots minority leaders in Virginia and helped them make positive contributions to organizations in their communities. This benefits not only those communities with large minority populations, but all residents of the state. **A**

The Eager Beavers

36 *Extension Review*



Judy Rude
*Extension Writer/Editor,
Extension Service, USDA*

Our lives are expanded by people and by our feelings for others. Today, there is a need for youth to gain a realistic understanding about the mentally and physically handicapped citizens in our society.

William L. Nelson, Conway County agriculture agent, and 4-H Extension agent, Arkansas, was asked by a representative of the Conway County Center for Exceptional Children in Morrilton to give a monthly presentation to their mentally and physically handicapped youth.

Nelson was faced with a tight schedule. He had to find a solution or disappoint everyone.

Nelson came up with an idea: to have his 4-H'ers establish and maintain a 4-H club at the Center. This program would allow 4-H'ers to gain self-esteem, poise, and many other personal and social traits. Nelson felt that volunteers should conduct the program. He proceeded to ask his 4-H clubs for volunteers to take his place at the monthly presentation. Thus began the "Eager Beavers 4-H Club."

Volunteers Begin Program

The first group of volunteers set the tone for the whole program and forged a unique relationship between the county 4-H program and the Center. Twelve senior and ten junior members of Conway County 4-H volunteered their time and services to work with the Eager Beavers. The

activities chosen for the programs they conducted were primarily crafts such as Valentine Day cards, Easter baskets, and hand puppets.

Other program ideas involved the Eager Beavers Club in 4-H recordbooks, the county fair, county 4-H O'Rama activities, and a garden project.

4-H recordbooks—In 1988, the Eager Beavers Club turned in the highest percentage of recordbooks in the county. They had 20 craft and 2 photography books. Trophies were presented to all the 4-H'ers during the Annual Achievement Award Banquet, part of their National 4-H Promotion Week activity.

County fair—Each county 4-H club has an educational booth at the fair. At the 1988 county fair the Eager Beavers' fair booth won a blue ribbon. During the



fair, the county 4-H program operated the 4-H Kiddie Barn where students from the Special 4-H Club toured the barn and were allowed to pet the animals.

County 4-H O'Rama activities—The category of "exceptional" was added to all 4-H competitive activities, for example the talent contest, method demonstrations, clothing, and the bread and egg preparations. This category allowed those who wanted to participate the opportunity to do so. Ribbons, trophies, and certificates were presented to the Eager Beavers 4-H Club members for every activity in which they participated.

Garden project—Each Eager Beaver member started a tomato plant from seed. This project showed the students how to plant seeds and how to identify

their different growth stages. Each student can pick a tomato from their plant at harvest time. Local businesses and organizations donate the garden site, seeds, tools, and fertilizer.

Community 4-H'ers and leaders play an important role in this highly visible project. Media coverage is provided throughout the project by the local newspaper and radio station.

Nelson found that the garden project had an additional benefit: when local residents phoned the county office with questions, for example, on plant diseases like tomato blight, he found he could use the club's garden to allow

them to visually examine a diseased plant while he recommended treatment.

"Not everyone can deal with handicapped individuals," Nelson explains. "That's the main reason this program is voluntary."

He does not expect every one of his clubs or members to participate. However, the members who do volunteer, he points out, find the experience to be both positive and rewarding. "I've noticed," he says, "that the 4-H volunteers anxiously await their next visit."

This article was written from materials submitted by: William L. Nelson, County 4-H Agent, Conway County, and Jo Ann Craig, 4-H Secretary, Conway County, Arkansas. ▲

Opposite: 4-H'ers at the Jerusalem 4-H Club in Arkansas create Valentine Day cards at the School For Exceptional Children. This page: 4-H'ers (left to right) Michelle Clairday, Stacy Bradley, and Renee Nicholson demonstrate to students how to make Christmas crafts at the Exceptional School.

Getting The CareerSmarts

38 *Extension Review*



Meredith Renfrow
*Extension 4-H CareerSmarts
Coordinator,
and
Eddie Locklear*
*Extension 4-H Specialist,
North Carolina State University,
Raleigh*

The youth in school today are the entrepreneurs and employees of the future. They will determine national productivity, competitiveness, and quality of life. Business and industry officials already are expressing concerns about the work ethics, work habits, employability, and apathy of its teen employees.

Young people themselves say they need help; in fact, they have been saying so for more than a decade. In the early 1970's, a

national American College Testing Study of the career development needs of 32,000 8th, 9th, and 11th graders revealed that 84 percent of the 11th graders could see a guidance counselor whenever they wanted, but 78 percent still wanted more help making career plans.

A second study by that institution in 1984 indicated that more than 70 percent of young people continue to say they want more help. A 1980 study by the National Center for Educational Statistics, which surveyed 58,000 sophomores and seniors, found that nearly three-fourths felt schools should emphasize vocational programs more and two-thirds felt they lacked practical experience.

A study by Luther Otto, head of the North Carolina State University (NCSU) Department of

Sociology, followed the progress of nearly 7,000 young men and women for more than 10 years—from high school to age 30. Two-thirds of the participants cited difficulty in establishing careers and lack of career preparation as one of the biggest problems they faced.

4-H Can Help

As a nonformal education organization, 4-H is in a position to have a positive impact on youth self-awareness and on general career awareness. 4-H also impacts on the developing of responsibility, cooperation, and following directions.

The job is too big for the school system to tackle alone. 4-H needs to do its part in meeting the needs of the young people and the communities it serves.

Program Phases

One program already being piloted in North Carolina seeks to meet the needs of young people who are preparing to enter the work world. "CareerSmarts" is set up in three phases.

Phase 1 is based on the CareerSmarts curriculum, a set of 10 pre-employment discussion and activity booklets that help young people prepare to enter and maintain employment. The curriculum provides learning experiences that will help young people identify their career objectives, explain to them their career preparation options, teach them job-seeking skills, and help them develop work attitudes favorable to successful employment.

This phase is being delivered in one of three ways:

- *School enrichment in a traditional pre-vocation classroom*—Materials are taught during regular class time. Teachers have been trained by 4-H personnel on the use of the materials and the program design.

- *School enrichment in alternative school settings*—Materials are taught by school teachers in a pre-vocation classroom, but the students are high-risk youth who have not been successful in traditional schools. Instructors trained on the program design and implementation.

- *4-H project clubs*—Youth are recruited by 4-H volunteers to join a CareerSmarts project club. The club determines its own meeting schedule and activities. Volunteers have been trained on curriculum content and program implementation.

When students and club members have completed all the CareerSmarts manuals, they will be given the opportunity to enter the next phase of the program to examine their career options further.

Phase 2 is a 1-week intensive session conducted in the summer. Approximately 25



students in each pilot county are selected to participate. They will examine the nine occupational groups identified in CareerSmarts with their lifetime goals in mind.

They will begin by exploring economic principles and decisionmaking and by developing a tentative personal career exploration plan. Days 2, 3, and 4 of the week will be spent touring businesses representative of the nine occupational groups. Each participant will visit six sites, where they will receive company reports, hear about the organization of the company and career opportunities available, and tour the facility.

Phase 3 will be a mentoring relationship between Phase 2 participants and practitioners in fields in which they have indicated an interest. A planning session on the final day of the summer program will help set expectations for what mentor and protégé will do and learn during the minimum 16 hours of time spent together.

Protégés should meet periodically over the course of this phase, and a great deal of followup will

be conducted by the county CareerSmarts coordinator to ensure that mentoring relationships stay positive. This phase will conclude with recognition for both mentors and participants.

Careful Evaluation

The North Carolina 4-H CareerSmarts program is being evaluated carefully. All school enrichment students and project club members will complete a pre/post skills checklist that indicates how much they feel they have improved their career preparation skills. Some of the students using the CareerSmarts materials will be tested for knowledge gained. Research results from Phase 1 are expected in July 1989.

Participants will evaluate both the format and content of Phase 2. During Phase 3, protégés will be asked to keep a journal that records what they have learned and their feelings about the meetings. Mentors will be asked to comment on program design and its value to themselves and to the young participants. **A**

Opposite: North Carolina youth review an activity booklet while taking part in the 4-H "CareerSmarts" program. This page: Youth in "CareerSmarts" program refine his computer skills. The program seeks to develop work competencies so that young people will be better prepared to enter the workplace.

Better Nutrition In The Islands

40 Extension Review



Opposite: Homemaker Mabel Vergara (left) and Expanded Food And Nutrition Education Program (EFNEP) Paraprofessional Rosella Powers flank Rep. Pat Saiiki, (Hawaii), during their trip to Washington, D.C., to receive national recognition for their EFNEP program achievements. This page: Laurie Apiki, EFNEP program assistant on Oahu, pilot-tests a nutrition education lesson involving Hawaiian foods and Hawaiian history in an interdisciplinary approach to cultural values.

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Quietly, but effectively, a nutrition education program has gone beyond its original mandate and become a force for developing of human potential in the 50th state. This force is, of course, The Expanded Food and Nutrition Education Program (EFNEP). This grassroots effort is based in the University of Hawaii at Manoa's College of Tropical Agriculture and Human Resources (CTAHR). Nationally, the program is celebrating its 20th year.

EFNEP paraprofessionals work with CTAHR's Extension home economists to teach by doing, not just basic nutrition, but food storage, meal planning, budgeting, and purchasing. By all available measurements, the program is working; the bonus is that two of its participants have recently been selected for national recognition.

In Fall 1988, Mabel Vergara, EFNEP homemaker, and Rosella Powers, EFNEP paraprofessional, both of Hawaii, were selected for national recognition for their work in EFNEP—out of only 21 chosen nationwide. Vergara, gained enough knowledge of food and nutrition in EFNEP to pass the examination to receive

a home care license. She plans to return to school to earn a degree in nursing. Powers, who only became an American citizen in 1967, went on to work effectively in EFNEP with Hawaiian families from a wide range of cultural and ethnic backgrounds. She enrolled and graduated more families in EFNEP in Hawaii than any other paraprofessional in the past 5 years.

In EFNEP, one success, often small, builds on another. EFNEP clients feel better mentally as well as physically. They frequently lose weight when they cut down on junk food so they look better as well. And because they are well nourished, their children accomplish more in school. The widening circle of positive results supports the feeling of competence.



Careful Training

The program bases its success on CTAHR's careful training of program aides and its continuous inservice one-on-one assistance. This prevents "burnout" and fosters the team spirit and the sense of competence that characterizes EFNEP paraprofessionals. Often, they are similar in educational level, income, and ethnicity to those they serve. Often, they have met and mastered personal hardship, even crises; this helps them be a steadying force for clients who are contending with a host of family problems. They are good role models.

In Hawaii, resources can be committed to searching out long-term solutions to nutritional

problems in a minicultural "living-laboratory" setting. But problems in nutrition do exist in paradise. Approximately 40,000 Hawaii residents suffer from malnutrition.

EFNEP in Hawaii is a grass-roots program that has recruited its participants door to door when necessary in socially isolated neighborhoods. Nutritional concepts are taught by preparing economical dishes that reflect the culture of the Island's ethnic groups. The educational materials, which employ local words and phrases, feature people who look uniquely "island" in clothing and appearance.

The success of this approach is borne out by what some participants say about their EFNEP experience:

"When I used to shop I'd pick up anything just because I felt like it. Sometimes I would run out of money to buy food. Now that I've learned how to budget, and watch what I buy, I find that buying things on sale saves me a lot of money."

"I used to tire during the day and sleep and I kept gaining weight. That depressed me. Now that I have a balanced diet, I have more energy. I'm losing weight, and I feel real good about myself."

As EFNEP celebrates its 20th anniversary, its achievements are a strong testimony not only to its mission but also to its development of human capital. **A**

Advisory Councils— Human Capital Investments

42 *Extension Review*



Volunteers for the Annual Conference Committee—representing an array of counties—gather before a meeting of the New Jersey Extension Home Economics Council planned for October 1989 at Rutgers University, New Brunswick, New Jersey. They are (left to right): Eleanor Hendershot, Warren County; Pamela Sikkes, state council vice president, Warren County; Grey Schwarz, Burlington County; Mary Murphy, state council treasurer, Somerset County; Anita DeSena, Middlesex County; Joy Ricker, state council president, Sussex County; and Doris Reeves, Cumberland County.

Beatrice M. May
Extension Chair,
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During 1989, Cooperative Extension marks its 75th anniversary—its diamond jubilee. This milestone event prompts the thought that diamonds and advisory councils have some common qualities.

As diamonds come in different sizes, shapes, and colors, advisory councils with their volunteer members come in different sizes, structures, and colors. In some states, home economics councils are made up of representatives of Homemaker Clubs. In states without Homemaker Clubs, members may represent communities or counties.

Formative Influences

While being formed, both councils and diamonds are affected by natural forces and the environment. In contrast to other states, New Jersey's Extension environment has never contained homemaker clubs. There is evidence, however, that volunteer leaders and advisory groups have been utilized since the early days of Extension.

State Council

In 1953, shortly after coming to New Jersey as state leader of home economics, Elizabeth Graddy organized the New Jersey Extension Home Economics Advisory Council. Advisory councils existed in most of the counties and included trained teaching leaders and other interested persons.

Each county council named representatives to the state council's executive board, and all county council members automatically became members of the state council. The newly organized state council then joined the National Extension Homemakers Council.

The state council organized leadership institutes, established a scholarship fund, held annual conferences with invited speakers and workshops, and sent delegates to annual NEHC meetings.

Although the the New Jersey Council voted to withdraw from membership in NEHC in 1973, the New Jersey Extension Home Economics Council and the county councils continue to function. The structure of the state council is more streamlined now. Each county chooses two representatives and two alternates to the state council, with each representative having a vote.

Polishing Skills

The learning and practicing of leadership and communications skills are like the polishing a diamond or other precious gem undergoes.

A committee of state council members and Extension home economists is planning a fall conference to launch statewide programming on the issues of fitness and health, aging, the feminization of poverty, and children at risk. In previous years, joint committees have planned conferences on "Shaping The Future," "How To Influence Public Decisions," and "Starting And Managing Home-Based Businesses."

Members of the New Jersey Extension Home Economics Council are partners with volunteers from 4-H, agriculture, and Extension faculty on a Leadership Task Force. Leadership development will be a statewide program focus that Cooperative Extension will address using a multidisciplinary approach.

The task force wrote a proposal to the Kellogg Foundation for funds to begin a Family Community Leadership project. The State Home Economics Council will be the sponsoring group.

Reaching Out

Two representatives of the state council are part of New Jersey's delegation to the Lay Leaders' Conference in Washington each March.

County councils are continuing the scholarship projects originally begun by the state council 30 years ago. Supported by council-run fundraising projects, several scholarships are earmarked to help mature women update or gain skills in preparation for their return to work.

Impacts Of People

People with varying kinds and degrees of skills shape councils, as they do diamonds. A diamond cutter's experience affects the resulting radiance and brilliance of a gem. Likewise, members, officers, and Extension staff have had an impact on the nature and effectiveness of the state council in New Jersey.

The development of advisory councils in New Jersey represents a profitable investment in human capital. A diamond's value frequently is enhanced by placing it in a new setting. Similarly, the value of advisory councils appreciates as they acquire new members, move in new directions, and support Cooperative Extension in addressing new issues. **A**

Free To Face The Future

Extension Releases



Joseph A. Weber
Extension Human Development Specialist,
and
Sheila Forbes
Extension 4-H Program Specialist,
and
Sandra Gilliland
Graduate Assistant,
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Many of the dilemmas young people face are a direct result of their inability to make logical, rational decisions. Adolescents are reluctant to heed the advice of adults, but the decisions they make on their own are often not in their best interest.

This is what the Oklahoma Community Youth Effort (OCYE) is all about—training youth in good decisionmaking skills. OCYE provides youth experiential learning opportunities as they deal with “real” community problems.

A Community Program

OCYE is based on the idea that teens learn more about themselves and gain a greater degree of personal maturity and responsibility when they apply newly learned skills and knowledge to real-life situations.

The objectives of OCYE include helping teens to: develop leadership skills; provide service to others and the community; believe in themselves and make the most of their potential; value a healthy mind and body; become self-sufficient, productive members of society; understand the problems facing them and their communities; encourage one another to make positive choices; and develop solutions to problems that affect daily lives.

Regardless of the issues youth choose, the OCYE program encourages them to follow seven basic steps for organizing a project:

1. **Determine needs**—List the needs and problems in the community. Get community input by asking the opinions of parents, local officials, service and civic club leaders, other youth groups, local media representatives, 4-H leaders, teachers, ministers, and law enforcement officials.

2. **Choose a project**—Select a project that is interesting and that can be completed in a reasonable amount of time. Try to pick a project that will succeed.

3. **Get approval**—Before proceeding, check with a 4-H leader or adult advisor to see if any type of permission or permit is needed. Check with city officials and police or other law enforcement people if the project will draw a crowd, involves streets or highways, or involves any unusual activity. If necessary, ask permission of landowners or business people.

4. **Check resources**—Be aware of what resources are available and how to get support for a project. Make a list of available resources within the club and community.

5. **Develop a plan**—Set goals and determine a plan of action. Outline the steps to carry out the project, and decide who will do what. Develop a timetable with starting and completion dates for all activities. Determine specific resource needs and costs of the materials. If possible, work with other groups within the community.

6. **Implement the plan**—Carry out the plan with total group involvement. Remember to let others know about the plan. Keep track of what happens by taking notes and pictures and keeping all records needed to evaluate the team's successes and failures. Stop, look, and listen occasionally to see if changes are needed.


7. **Evaluate**—Discuss how well goals were reached, what was learned from the activity, and what should be done differently next time. Publicize accomplishments in the local newspaper.

Youth Make A Difference

Teens across Oklahoma have become part of the OCYE program. A group in Tulsa County, for example, surveyed other teens and adults and decided to address the issue of drinking and driving. This team, composed of three members and an adult advisor, receives support from the Tulsa business community.

After hours of library work and contacts with law enforcement agencies, they developed a 15-minute skit, which has been presented at schools, civic organizations, and several 4-H functions.

Extension 4-H staff have incorporated the OCYE materials in a school setting.

The Oklahoma Community Youth Effort is providing youth with an opportunity to learn more about themselves and to assume significant community leadership roles while addressing many youth-at-risk issues. OCYE youth are developing life skills so that they and their peers can be “free to face the future.” 

The Oklahoma Community Youth Effort (OCYE) helps young people develop leadership skills and deal with “real” community problems. Addressing other teens on the issue of drinking and driving are the OCYE team (left to right) from Tulsa County: Darcy Nave, Ricky Testerman, and Andi Peters.

Youth As Advocates

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William L. Peterson
*Assistant Director, 4-H/ Youth Programs,
State 4-H Office,
Colorado State University, Fort Collins*

Stephen Mullen
*National 4-H Program Leader,
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Our Nation's most valuable resource is its human capital. How do we maintain this value resource? One way is by involving our youth in community problems through leadership.

Effective leadership programs can strengthen youth self-concept and self-esteem. Teaching youth leadership expands resources available to communities. Youth serving in local volunteer and leadership roles can apply and practice leadership skills.

To show communities, and present youth with models to serve as community advocates, the Extension Service's National Initiative on Building Human Capital and Colorado State University developed, "Youth Serving As Advocates For Youth."

This project presents four nationally known model programs for youth involvement in their communities based on their level of development: "DARE To Be You" develops interpersonal skills; "Project LEAD" develops leadership styles and behaviors; "Is Anyone Listening?" provides a

"process skills" approach to identify community needs which youth can fulfill; and "Citizen Advocacy" provides participants with an awareness of how to bring about community change.

These four models will serve as the teaching curricula for Extension teams of youth and adults who participate in the 5-day training workshops.

First Workshop

This July 6 through 10th, Colorado State University Cooperative Extension, 4-H, and Extension Service's National Initiative on Building Human Capital conducted their first "Youth Serving As Advocates For Youth" National Invitational Workshop in Denver, Colorado.

Youth and volunteers from around the country met to receive rigorous training in citizen advocacy. The 144 participants, including 81 youth and 63 adults, experimented with the four model programs and plotted strategies to tackle projects in their hometowns.

Participants from 17 states and 12 Colorado counties made commitments to put their training to work. They will make presentations about the needs of youth to their county councils and commissions. They will initiate 4-H-sponsored programs for youth at risk and establish networks with other groups addressing the needs of youth. Several states will produce teen conferences, involve more teens as community leaders, and produce newsletters for youth to increase communication.

Team Commitments

The California team plans to create a County Youth Commission. The Texas contingent will develop a Teen Hotline and implement the DARE Program

with teen mothers. The Washington team plans to establish a teen coalition in housing complexes. Members from Minnesota will take the DARE training to the Native American community. A Colorado team will launch "Teens Teaching Children" in their county. Another will introduce the DARE program in the local school system.

These team commitments to community action reflect the strength and validity of the conference. On a scale from one to six, participants gave the four model workshops average ratings of 5.2 to 5.5. Tom Brown, 4-H agent, Larimer County, Colorado, commented, "In my 35 years of association with 4-H, this 'Youth Serving As Advocates For Youth' Conference stands out as the most dynamic and challenging I have ever attended."

The second Invitational Workshop is scheduled for March 1 through 5, 1990, in Atlanta, Georgia. Sponsors will be the Southern Rural Development Center, southern region state Extension and 4-H offices, and the Extension Service's National Initiative on Building Human Capital. Within 2 years, it is expected that 25 to 30 states will become involved in one of the four model programs. ▲

Career Exploration For An Enhanced Tomorrow



Robert F. Long
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Participation in 4-H has a wide range of effects on young people. In addition to its "main effect," each 4-H experience also provides what might be called "side effects." 4-H exposes youth to experiences that have a positive influence on their knowledge and skills in citizenship, communications, leadership, and career education, to mention just a few.

The 4-H organization uses many special approaches to enhance these effects for participants. It is not necessary to look far to find many examples of successful programs that highlight these valuable "side effects."

Focusing on Careers

A group of Illinois 4-H professionals have created a special approach to increase the career education "side effects" for 4-H'ers. The identification of "facilitating career preparation and transition" as an issue within Extension's "Building Human Capital" initiative has provided further encouragement for program development in youth career preparation.

Just being involved in a 4-H education program exposes youth to many potential career alternatives. Because youth may not discover these career aspects on their own, Illinois is focusing on ways to enhance career exploration in 4-H programs.

Career Exploration Center

A primary result of this focus has been the development of the "Self-Directed Career Exploration Center." The foundation of the Center is a curriculum notebook designed to help in the development of resources upon which to build and support a 4-H career education program. The Center is organized into educational activities that support the career education process, including programs on self-awareness, decisionmaking, career exploration, and job search skills.

Through participation in the activities of the Center, youth have the opportunity to: engage in personal career development, increase awareness of related community resources, have access to a resource for small-group educational activities, and have a visual reference that can enhance the impact and development of individual career plans.

Building A Program

The materials in the Center provide a chance to build a stronger 4-H career education program. Each educational

activity may be developed as a program by itself or as a part of a program that contains several or all of the activities in the Center.

The activities are titled: "How You Learn," "Know Your Alternatives After High School," "What You Can Do With College," "So You Want To Go to College," "Marketing Your Skills Into Profit," "Putting Your Best Foot Forward," "Making the Best First Impression," and "Job Shadowing for Career Exploration."

Everything is fair game for the users of the Center in developing career education programs. The materials were prepared to fit local situations and needs. Altering the activities and support materials is an important step in the developmental process.

The Center's activities can be arranged in any order, and program planners should give careful consideration to the sequence in which they are presented. For example, the Job Shadow program could be the final step in the process. It presents one approach to organizing practical on-the-job experiences to help participants explore career opportunities.

A Cooperative Effort

The Center was developed with a grant from the Illinois State Board of Education and pilot tested in local 4-H programs in cooperation with high school counselors. This program development process demonstrates a good approach to sharing resources and illustrates common philosophies regarding hands-on learning in career education. The opportunity to cooperate with the school system shows the extent to which local resources can be brought together in program development.

This is just one of many program approaches for expanding the career education value of 4-H. The important thing to remember is that with just a little special emphasis, one of the "side effects" of 4-H can become one of the "main effects" that may influence a lifetime! ▲

For this youth, an interest in animal science may result in a future career as a veterinarian. Extension 4-H specialists at the Self-Directed Career Exploration Center, University of Illinois, are guiding youth through the many facets of youth career preparation.

Teenager Builds His Dream

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Michael Shaw of Florida, one of a dozen 4-H'ers selected nationally to receive a 1988 Presidential Award, displays his award-winning 4-wheel-drive car-truck he calls "Wild Thang." Shaw, a dyslexic teenager, credits 4-H with opening new horizons and changing his life.

Charles T. Woods, Jr.
*Extension Science Writer and Associate Professor,
Editorial Department, Institute of Food And
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Gainesville*

A learning disability and a broken home didn't stop Michael Shaw from building his dream and helping others. The 19-year-old Florida 4-H'er recently earned top national 4-H honors for the courage to fight his handicap and the vision to build a car-truck called the "Wild Thang."

Shaw was one of a dozen 4-H'ers chosen nationally to receive the 1988 Presidential Tray, awarded for achievement, community involvement, and outstanding personal traits.

Along with the silver tray, Shaw received a \$1,000 college scholarship from Reader's Digest Foundation. Earlier in the year, he earned a \$1,000 scholarship from Amoco Foundation for his work in the petroleum power program.

Helping Others

While developing an impressive array of automotive skills in 4-H, he has helped other less fortunate kids in his neighborhood get off drugs and alcohol. He encouraged a group of runaways to join his 4-H club, the West Orange Winners, or WOW for short.

"We always hang out at a local fast-food restaurant," Shaw says. "A few weeks ago I noticed some kids living out back in the woods in tents. I talked to them and found out they were runaways. I told them how 4-H had helped me and got them to start coming to our club meetings."

Positive Outlook

Shaw, who has overcome the shyness and lack of self-esteem his learning disability caused, said he owes a lot to 4-H because it's helped him focus attention on achievements and develop a positive outlook on life.

"Ever since I can remember, my grandfather has worked on welding 18-wheel trucks and other heavy equipment," he comments. "That's how I became interested in automotive things. I started working with him when I was 5, and knew how to use welding equipment by the time I was 8.

"We worked on diesel trucks, cutting frames to lengthen them, removing axles, building sleepers on cabs, and all kinds of stuff," he adds. "But some kids poked fun at me because of my dirty clothes and greasy fingernails. They thought I wasn't good enough for them, and that's when my aunt got me involved in 4-H.

The Dream Begins

"One day I was with my mom at a convenience store and a 4-wheel drive vehicle pulled into the parking lot. As soon as I saw it, I knew what my own vehicle would be. Since everyone else had 4-wheel-drive trucks, I wanted something different—a 4-wheel-drive car," he explains.

He began mowing lawns, painting houses, and doing other odd jobs to save money to begin building his dream vehicle. Trips to various central Florida junk yards yielded needed parts—a \$50 frame, a 1974 Chevrolet Vega GT body for \$100, and a "free" 345-cubic-inch International dump truck engine.

"Two years later I finally got it on the road as a legal vehicle, and it ran great. Then in 1988 I took it to the Florida 4-H Congress and won in the state competition. This paved the way for my trip to the National 4-H Congress in Chicago, where I got the Presidential Award," he says.

Planning For The Future

Shaw's good work and hopes for the future didn't end with his national award. He plans to use the scholarships to attend a trade school.

Shaw expressed gratitude to Terry Floyd, the Orange County 4-H Extension agent who gave him the necessary encouragement to realize his full potential. "Terry has really helped me get my life together. He's been like a second father," Shaw concludes.

Hope And Direction

Susanne Fisher, assistant dean with the University of Florida's Institute of Food and Agricultural Sciences and chair of the Florida 4-H program, says that "instead of being part of the problem, Shaw has become a resource in his community and an inspiration for others. A

People Make The Difference!

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Learning new skills, personal growth, getting involved, and making a difference are all traits of participants in the Family Community Leadership (FCL) program. Developing leaders for involvement in communities is an important and badly needed component of human capital development for a wide range of people. The FCL program is a relatively new addition to the potential programs available through the Cooperative Extension System.

First developed from 1981 to 1986 in six Western states with W. K. Kellogg Foundation support (*Extension Review*, Winter 1987), it has spread rapidly to nearly all other states and Guam in the last two years.

FCL has the goal of developing leadership skills primarily (but not exclusively) for women to enable them to become actively involved in public policy issues of concern to families and communities.

The program, jointly sponsored by Cooperative Extension and Extension Homemaker Councils, has resulted in new and positive relationships between partner organizations. Working together, they have identified emerging leaders and prepared community members for active, effective roles in organizations and involvement in political processes. The following illustrates how FCL has been implemented in several states:

North Dakota—"Kid Power—I Am Somebody—I Can Make A Difference" were the themes for a

program using FCL materials to enhance young people's self-esteem and to show that they had the power within themselves to improve family relationships and communications. The audience was 56 kindergarten through eighth grade children in a rural school south of Hettinger. The Adams County FCL training team presented the program developed by Carolyn Van Wyk.

The presentation was well received and information on the program has been requested by two nearby schools. The FCL team was pleased with the success they experienced in using FCL materials and techniques with younger audiences.

West Virginia—Preparing older youth for their future civic responsibilities is an important component of building human capital. It was important to residents of Preston County, West Virginia. After surveying about 500 high school students, an Extension Homemakers citizenship committee found that only 10 out of 410 eligible voters were registered. Due to budget constraints the county clerk's office could not do the registration but did agree to help the committee register students if they provided an educational program on voting rights and responsibilities.

The FCL team presented a program to seniors in five high schools on topics including: "Why Vote?"; "Responsibilities Of Voters;" and "Advantages Of Voting For The Citizen." Meanwhile, the county clerk trained and deputized 22 Extension Homemakers on voter registration procedures. The deputies followed the FCL team into each school and registered 345 of 395 eligible students.

A follow-up survey disclosed that 300 of the students voted in the spring primary election. Sixty-one percent of these students attributed their voting to the FCL education and registration program.

The students were contacted again in the fall and 241 reported that they had voted in the

general election. It is not known how many others had left the county. Success of the program has led to the invitation from two of the high schools for FCL to present the training again this spring.

North Carolina—Recognizing the importance of adequate funding to provide educational programs for developing leaders, North Carolina FCL emphasizes resource development. Success is measured by the fact they have raised \$56,615 for FCL through their programs at community, county, district and state levels. In addition, North Carolina General Assembly has approved an appropriation of \$50,000 from the state General Fund for FCL.

Idaho—James Kissell, postmaster, and Renae Samples, a rural mail carrier from Burley, attended an FCL Institute to learn skills they could apply in the work setting. Kissell's interest in helping postal employees advance on the job led to a two-way workshop in leadership and communication skills for 24 rural mail carriers in a 5 county area.

One result has been requests for similar workshops in the spring. In addition, Samples and Kissell taught a workshop on organizational skills to local postal employees.

Human capital development is not only a goal but a reality in FCL programs across the United States and in Guam. Citizens have gained leadership skills that have enabled them to make a significant difference in their communities. The program is still young, but early results demonstrate the program is a success and that the partnership between Cooperative Extension and Extension Homemakers is a definite force for positive change in families and communities.

The following FCL coordinators contributed to this article: *Mary Lee Wood, Idaho; Linda McCutcheon, North Carolina; Ron Anderson, North Dakota; and Shirley Eagan, West Virginia.* ▲

Learn And Earn

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Extension 4-H Agent, William Clark (standing), Baltimore City, Maryland, consults Maryland 4-H Learn And Earn Workshop participants on their "Clovergram Company" which netted the youths \$56.

William A. Clark
Extension 4-H Agent,
Baltimore City, Maryland

Baltimore City's 4-H members are striving to develop relevant 4-H programs that foster youth self-esteem. The organization's Learn And Earn Program provides an opportunity for inner-city youth to explore the world of business as they learn how to apply basic business management skills to their 4-H project work.

This entrepreneurial 4-H project is open to all 4-H club members but is designed and targeted at youth ages 12 to 18 years. The goal of the program is youth economic empowerment. Program objectives are to enhance the youths' emotional, mental, and social development; to help teens learn organizational and business related skills; and to make youth aware of a variety of career options.

The program enhances self-worth and self-esteem through the use of local and minority business persons who serve as project consultants, advisors, and role models for participants.

Concerted efforts are currently being made to expand the program to reach youth residing in high minority populated neighborhoods. Targeted are those from single parent households; those who reside in public housing; and those who receive public assistance, and are unemployed.

To Fight Economic Instability

The Learn And Earn Program is designed to address the problems that contribute to the economic instability of targeted youth. Specifically, these six problems areas are: 1.-lack of motivation to achieve; 2.-low self-esteem; 3.-lack of job skills and

knowledge; 4.-limited knowledge of entrepreneurship as a career option; 5.-lack of awareness of minority businesses and business owners; and 6.-lack of savings and recordkeeping skills.

For the past three years, 4-H members have turned their 4-H Club dish garden projects into a profit-making venture. Sales have been directed, primarily, toward such special occasions as Mother's Day and Secretary's Day.

When asked during a Channel 13-WJZ "Money Team" TV show interview, "What do you like about the Learn And Earn Project?" Calvin Coates, age 16, replied, "Making money!"

The Baltimore City Youth Business Cooperative, a city-wide youth entrepreneur development 4-H Club, sponsored by the Brantley group, offered an eight-week summer course whose focus was business skills. Fifteen teens, enrolled in the City's Blue Chip In Program, developed both business and leadership skills by taking the course. These junior leaders will, in turn, assist adult volunteer leaders to recruit and enroll potential 4-H Learn And Earn Club members in their communities.

Robert Brantley, 4-H Club leader, taught his club members how to develop computerized business plans as part of their class activities. "It is extremely important that our young people realize that owning and operating their own businesses is a legitimate career option," he says. "This business minded attitude must be reinforced in the home, school, church, and other community institutions."

Funding

The Learn And Earn Program has been funded, in part, through a \$12,000 Associated Black Charities "Youth Economic Empowerment" grant. Funds are being used primarily for leader and member education, assistantships, and general program support, with, most importantly, a \$5000 revolving loan fund for 4-H business development.

In support of this grant, the Cooperative Extension Service of the University of Maryland also awarded Baltimore City's 4-H program a \$16,000 "Expansion" grant to employ a program assistant for the Learn And Earn Program.

With lots of hard work and perseverance, Brantley points out, 1989 should prove to be "an exciting time for developing a new generation of entrepreneurs in Baltimore City!"

Extracted from an article by William A. Clark in News And Views, January 1989, a monthly publication of the National Association of 4-H Agents. ▲

TRY— Learning Program In North Carolina

Extension Review 19

Judy M. Groff
and

Thearon T. McKinney
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4-H TRY—Teens Reaching Youth—is an issue-based program developed in North Carolina where those involved become both “learners” and “teachers.” TRY was one of twelve national models for the 4-H Volunteers For The Future Grant. Funded by the W. K. Kellogg Foundation in 1986, TRY has been replicated successfully by five other states and found to be applicable with diverse populations and within varied institutional frameworks.

“Teens who implement TRY lessons probably profit most,” says Sigrid Hice, TRY coach and 4-H volunteer leader, Catawba County, North Carolina. “Not only do the teens learn subject matter, they also learn about keeping commitments, responsibility, communication, and themselves. TRY helps narrow the generation gap between youths and adults.”

Goals And Objectives

The goals of TRY are to improve self-esteem and to make teens feel like contributing members of their community. The TRY program objectives are for teens to be able to: (1) teach youth ages 6 to 11; (2) develop and test curriculum guides; and (3) teach teens to teach 4-H curriculum.

Through these goals and objectives, all four of the sub-issues within Extension's National Initiative “Building Human Capital” are addressed. The idea of preparing youth for responsibility while coaching and supporting them during actual program delivery best summarizes the program's impact.

Core Principles

The TRY program design employs three core principles: life skills, service learning, and peer programming.

Life skills—Four broad life skills, though not inclusive, provide a core content for the personal and group competencies. These core life skills are: communicating, decisionmaking, working in groups, and understanding one's self.

Service learning—Mentoring networks are designed to ensure immediate support for new skill development. Coaching becomes everyone's job. Coaches affirm existing skills and accomplishments.

Peer programming—This implies that teams are most productive when their members are peers who share a level of personal development and skill.

The above core principles are integrated into the TRY program design in the following manner. TRY teams (two teens and at least one adult coach) participate together in TRY training. The TRY curriculum has six major components: team building, designing learning, marketing, coaching, curriculum practicum, and team planning. Approximately 12 hours of instruction are included in an informal retreat design. Team members and coaches assess their existing skills and have the opportunity to discuss new skills that TRY will help develop.

Each team also conducts a curriculum practicum—the choice of subject matter a TRY team chooses to teach is usually of interest to all members of the team. Possibilities range from self-esteem to money management.

Contract Agreement

At the end of TRY training, the TRY team develops a “team agreement,” a written contract signed by team members and the team coach. The team agreement specifies delivering a minimum of 6 hours of subject matter to

youths ages 6 to 11. The TRY teams can select any audience they wish to teach during a 6 month timeframe.

Impacts of TRY

In one urban county in North Carolina, TRY programs are underway in three pilot locations and involve over 200 youths. The subjects being taught are spelling, reading, writing, and singing. TRY programs in another group of counties in northeastern North Carolina are teaching teens, pre-teens, and adults about alcohol and drug prevention. This program is called, “Caution: Adults Under Construction.”

In Tyrrell County, the county director reports that teen retention has jumped 25 percent since TRY began 2 years ago. Teens, she points out, are now serving in a wide range of leadership roles very effectively. Many have become community club leaders for clubs whose members range in ages from 6 to 8.

This past year, reports from 12 counties in the state indicate that 128 teens have reached over 2,200 members who are younger than they. As of this writing, the TRY program is operating in approximately 75 of the 100 counties in North Carolina.

Participation in TRY and enthusiasm for its concepts have surpassed expectations. In 1987, 256 teenagers participating in TRY reached 4,000 members. In 1988, 520 teenagers participating in TRY reached 10,000 members.

In counties where TRY started in 1987, 4-H agents report that teens are assuming a large share of the overall volunteer leadership responsibility. They are giving leadership to clubs, planning and conducting county events and activities, staffing day camps and after-school special interest programs, and serving as 4-H Ambassadors with other groups throughout the country. ▲

Food And Ag Science: 4-H Focus

50 Extension Review

Judith E. Wormal
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The University of Wyoming,
Laramie*

What do microscopes, computers, eggs, onion skins, and food labels have in common? These items are all part of a new adventure in Wyoming 4-H. They are used in the hands-on activities for "Introducing Food and Agriculture Science and Technology Applications Into the 4-H Curriculum."

These exciting new 4-H lessons are part of a project funded by the U.S. Department of Agriculture to provide 4-H members greater exposure to food and agriculture science and related educational and career opportunities; produce new, innovative model project ideas in food and agriculture science and technology; add a focus on the science aspect of 4-H food and agriculture projects to the traditional food preparation and agricultural production aspects; and develop and test educational aids and strategies designed to help young people develop an interest in science.

Instead of establishing a 4-H science curriculum, Wyoming 4-H has chosen to provide this series of pilot lessons to be incorporated into current 4-H projects. The lessons are being prepared for use with 4-H members who are at the junior high school level.

Lesson Content

Topics of the pilot lessons for the foods and nutrition projects include: the purpose and use of food additives, the concept of emulsifiers, food packaging technology, a diet analysis by

computer to check the nutrients in a day's food intake (including suggested additions to meet the USDA Dietary Guidelines).

Topics for 4-H agriculture members include the concept that every living thing is made of cells, the important components of cells, an introduction to genes and chromosomes and what they do, genetic probability, and a computer activity to help understand inherited traits.

Each lesson is a self-contained unit introducing one idea and presuming no subject-matter knowledge on the part of the leader. Each lesson package contains: an information package on the lesson topic, a complete list of supplies and/or equipment needed by the leader, a complete lesson plan for presenting the information and activities, one or more hands-on activities to illustrate or reinforce the concept, a "Going Further" section with ideas for additional activities for members who want to learn more about a particular topic, and a "Careers" section telling what a professional in the field might do, what education is needed, and what high school classes are important as a background.

Some lessons present a controversial topic such as the importance of using food additives or the positive and negative aspects of genetic engineering. Group leaders will handle these topics in accordance with the interests and maturity level of the members of the group.

Project Development

This project began when a committee of Wyoming people met to assess the interest in the topic and to determine the most important areas that were not being covered. A survey of Wyoming 4-H leaders, youth, and high school science teachers identified other areas of science that could be included. Then a

national committee was assembled for more specific input into the procedure and methods to be used.

Two teams of writers were selected, one for foods and nutrition projects and one for animal science projects. Each team has a county staff person from the Cooperative Extension Service, a University of Wyoming faculty member, and a Wyoming high school teacher. Each team developed a plan for their area and wrote several lessons. The lessons were evaluated by Bill Gleason, a specialist in curriculum development from the Wisconsin 4-H staff, and were revised in accordance with his suggestions.

Pilot Testing

The program will be tested in five Wyoming counties—Campbell, Park, Lincoln, Laramie, and Natrona. 4-H agents in these counties have selected clubs with junior high age, science-oriented members and with leaders willing to become involved. The leaders will attend a leader training session.

The package will include a pretest and posttest in both foods and nutrition and animal science and an evaluation for both the leaders and the members. The lessons will be reviewed by the writing committees and the consultant during the pilot testing. After the Wyoming test, they will be piloted in a limited number of other states. In October 1989 the results will be presented at a national meeting in Washington.

Project coordinators are W. Dee Whitmire, Wyoming state 4-H leader, and Joseph Kunsman, dean of resident instruction, University of Wyoming. Project director is Judith E. Wormal. ▲

Edward L. Frickey
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In May 1988, astronaut Lt. Colonel Jerry Ross and his wife, both former members of 4-H in Indiana, contacted the state 4-H office at Purdue University. They wanted to know how they could show their support in appreciation for the many ways the Indiana program had helped them.

Lt. Colonel Ross and the state 4-H specialists agreed he would carry tree seeds aboard the next flight of the Atlantis space shuttle. Once the seeds returned to earth, members of Purdue's Forestry Department would plant them. Each Indiana County would receive a year-old-seedling to plant representing "4-H Roots In Space." The seeds selected were of the Sycamore tree and Indiana's state tree, the yellow poplar. To commemorate his 4-H experience, Colonel Ross also intended to carry a 4-H flag on his December 2, 1988 space flight. Certificates of authenticity would accompany each of the trees and would be exhibited with the flag when they were delivered to the counties.

Back From Space

On January 13, 1989, after a successful space flight, Lt. Colonel Ross returned the seeds and flag to the university. Forestry Department personnel planted the seeds with hopes of sending tree saplings to county offices in April 1990. During this summer's 4-H Round-up, 4-H'ers had an opportunity to see the flag whose permanent home will be at the State 4-H Office. Plans were under way to display the flag at this year's State Fair and Farm Show.

Career Choices

This activity has focused attention on the way 4-H affects the lives of youth, particularly showing their development in clarification of values and life skills. It also calls attention to the part 4-H plays in youth career choices because of their learning experiences.

What do astronauts Captain Don Williams and Lt. Colonel Ross have in common? Other than the obvious, they both prepared space projects as former 4-H members.

Along with Williams and Ross, John Vellinger—a Purdue engineering student and 10-year 4-H member—can take pride in his contribution. Vellinger designed and built a science experiment that was on the recent flight of the space shuttle Discovery. The experiment provided data for studying the effects of weightless conditions on developing chicken embryos.

Value Of Perseverance

While a high school freshman, Vellinger first submitted his idea in a contest sponsored by the National Science Teachers Association. His idea was not accepted in that contest.

Vellinger was persevering and he tried again and again. Finally, on his third try, his idea was accepted. "You don't really know at the time you are doing something," he says, "what kind of impact it will have on you down the road. By putting the extra work in, I got so much more out of this project."

On March 18, 1989, the experiment returned from space. Vellinger introduced the chicks to the public at a campus news conference. "We are seeing some definite lines in the experiment at this point," he stated, referring to the 9-day-old chicks and the 2-day-old "control" eggs that lived, and all the space eggs that died.

"It is still too early to draw any definite conclusions," he said, "but it certainly looks like whatever caused the development of the embryos to stop is due in some way to weightlessness and is influenced by the age of the eggs." Vellinger noted that it appeared the embryos were still alive for some time after launch.

When asked how 4-H helped him with this space project, Vellinger gave away his secret: "In 4-H I learned how to set goals," he said, "and then how to achieve these goals through perseverance!" ▲

Future Issues: Extension Review

We are combining the *Summer and Fall REVIEW* into this issue on *Building Human Capital*. The revised schedule and article deadlines for future issues of the magazine are as follows:

The *Winter 1990* issue will focus on *Youth At Risk*. The article deadline for this issue has been rescheduled for October 16, 1989.

The *Spring 1990 REVIEW* will celebrate the *75th Anniversary of Extension* with an all-photographic issue.

The *Summer 1990* issue will have *Food Safety* as its theme. The article deadline for this issue has been rescheduled to February 1, 1990.

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